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ABSTRACT

To meet the needs of distributive education teachers and students, a project was initiated to develop competency-based curriculum models for marketing and distributive education clusters. The models which were developed incorporate competencies, materials and resources, teaching methodologies/learning activities, and evaluative criteria for the three-year program structure in Indiana. The distributive education first- and second-year curriculum models are based upon common competencies of sixty-nine marketing and distributive occupations as identified by Lucy C. Crawford and revalidated by the Interstate Distributive Education Curriculum Consortium. The third-year model is based upon common retail competencies needed to advance beyond entry-level employment. The first two units, (1) distributive education and (2) marketing and distribution, basically follow the same outline: behavioral goals, introduction to distributive education, marketing and distribution in the economy, social skills, basic skills, and marketing skills. The third unit, marketing management, contains all of the above, but omits "marketing and distribution in the economy." Each section in the unit contains a competency outline, performance objectives, learning activities, and reference material. Each unit concludes with a bibliography. In conclusion, it is recommended that the curriculum models be field tested and revised, and that competency-based testing devices appropriate for each curriculum model be developed. (CSS)

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ED169286

FINAL REPORT

Distributive Education Competency-Based Curriculum Models by Occupational Clusters

Principal Investigators:

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Project Number 58-77-111-2

March 1979

State Board Of
Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

CE 020 429

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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INFORMATION SHEET

A. Kind of Project: (check one)

1 ___ Experimental
2 _X_ Developmental
3 ___ Pilot
4 ___ Demonstration
5 ___ Evaluative
6 ___ Exemplary

B. Population

TYPE		NUMBERS (affected by project)	
A	Disadvantaged	A	
B	Handicapped	B	
C	Migrant	C	
D	Minority	D	
E	Combination of the above	E	4,500
F	Other ________	F	

GROUP			
1	Pre-school	1	
2	Elementary	2	
3	Junior High School	3	
4	Middle School	4	
5	Senior High School	5	4,500
6	Postsecondary	6	
7	Adult	7	
8	University	8	
9	Employer	9	
10	Employee	10	
11	Citizens	11	
12	Parents	12	
13	Combination of the above ____	13	

LOCALITY (check the one which encompasses the locality involved)

a	National	a	
b	State	b	X
c	Region	c	
d	District	d	
e	County	e	
f	Area	f	
g	Community	g	
h	School Corporation (LEA)	h	

INTRODUCTION

"Distributive Education Competency Based Curriculum Models by Occupational Clusters" provides the catalyst for improved instruction and learning; and, subsequently, better prepares students for employment in marketing and distribution. Through this State Board of Vocational and Technical Education grant, Indiana distributive education teachers now have the often-requested and much-needed guides for developing common competencies and basic job skills, as well as a springboard for competency development in retail management and other occupational clusters.

The project staff is indebted to many people who contributed to the development of the competency based distributive education curriculum models. Especially instrumental in the development of the models was the project advisory committee. The project staff extends its sincere appreciation to advisory committee members: Mr. Robert Ahearn, Herff Jones, Inc.; Mrs. Beth Clark, Carmel High School; Mrs. Melanie Devitt, Division of Vocational Education; Dr. Adaline Eastman, Ball State University; Dr. Leona Gallion, Indiana State University; Mr. Lyle Harding, South Bend Washington High School; Mrs. Rebecca Kammeyer, Mississinewa High School; Mrs. Twyla Lamb, Blue River Vocational-Technical Center; Dr. Ralph Mason, Indiana State University; Mr. Jay McGill, Martinsville High School; Mr. Philip Myers, Division of Vocational Education; Mr. John Sullivan, Burger Chef Systems, Inc.; Dr. Thomas White, Indiana University; and Mr. Robert Wray, Central Nine Vocational-Technical School. Special thanks also go to Mr. Ed Hornback, State Board of Vocational and Technical Education.

OBJECTIVES

1. To organize and incorporate the existing great wealth of Distributive Education curriculum materials and resources into the three-year program structure.
2. To revalidate the content of the three-year Distributive Education program.
3. To match appropriate competencies to the revalidated content by occupational cluster/job title.
4. To develop appropriate teaching methodologies/student learning activities for competency development.
5. To devise evaluative criteria suitable for determining the degree of competency development.
6. To synthesize products of objectives 1-5 into curriculum models.

STATEMENT OF PROBLEM

The Indiana Distributive Education situation is characterized by teachers inundated with new information and curriculum materials, a three-year curriculum structure that needs further refinement, an employment market that is demanding more specialized training, and unused validated competency-based curriculum information. Therefore, in an effort to meet the needs of Distribuitve Education teachers and students in this situation, the purpose of this project was to develop Competency-Based Curriculum Models for Marketing and Distributive Education Clusters that incorporate competencies, materials and resources, teaching methodologies/learning activities, and evaluative criteria for the three-year program structure in Indiana.

PRIORITY AREA

This project aligns with the priority listed for FY 78 in RFP Area 1 Number 1, "Develop performance base vocational education curriculum materials and media based upon a specific job title or titles." This alignment is evident in the purpose of this project--Development of Competency-Based Curriculum Models by Occupational Clusters for the Three-Year Distributive Education Program Structure.

STRATEGIES

Objective 1: To organize and incorporate the existing great wealth of Distributive Education Curriculum materials and resources into the three-year program structure.

Strategy: The three project staff curriculum writers inventoried the materials and resources available on their respective campuses, including the state adopted ones. These inventories were exchanged to insure completeness. Each writer was responsible for examining all available materials. The appropriate materials were then matched with competencies and objectives. There is at least one material or resource to use in developing each competency and accomplishing each objective.

Objective 2: To revalidate the content of the three-year Distributive Education program.

Objective 3: To match appropriate competencies to the revalidated content by occupational cluster/job title.

Strategy: Since the existing three-year D.E. curriculum developed by James Biddle and others in 1974 was more content-based than competency-based, it was decided not to re-validate it. Instead a process was devised to match validated competencies to the content. The 96 common competencies identified for 69 marketing and distributive occupations by Crawford's study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," and recently revalidated by IDECC were matched when possible to the existing three-year curriculum content. Therefore, curriculum outlines for the three models began to develop that were competency-based. The competencies that did not obviously match the existing content were studied carefully by the project staff and advisory committee and placed in the most appropriate slot within the curriculum models. Eventually after months of review, revision and deliberation the project advisory committee approved the competency outlines for the three curriculum models.

Objective 4: To develop appropriate teaching methodologies/student learning activities for competency development.

Strategy: Each of the three project staff curriculum writers were responsible for developing appropriate teaching methodologies/student learning activities for their assigned model. Each of the writers developed methodologies/activities based upon the competencies, performance objectives, materials and resources previously selected, personal experience, imagination, sound psychology of learning, and experts' suggestions.

Objective 5: To devise evaluative criteria suitable for determining the degree of competency development.

Strategy: One characteristic of the curriculum models that the project staff desired was flexibility. Differences among programs, teachers, and students require that curriculum efforts include flexibility, and alternatives. Thus, with the approval of the project advisory committee, this objective was modified. Instead of devising inflexible evaluative criteria, the project staff developed flexible performance objectives that provide for individual teachers using the curriculum models to develop their own appropriate evaluative criteria based upon local conditions and standards.

Objective 6: To synthesize products of objectives 1-5 into curriculum models.

Strategy: The synthesizing of the products developed in objectives 1-5 was inherent in the entire curriculum models development process. First, the competencies were organized. Second, modified performance objectives were written for the competencies. Third, the materials and resources needed to develop competence were selected. Fourth, the teaching methodologies/student learning activities suited for the materials and resources, modified performance objectives, and competencies were developed. The final step was to produce a format that was practical, understandable, and straight forward. The format adopted was developed after reviewing our recent Distributive Education Curriculum projects and considering the needs and desires of Indiana D.E. teachers.

ANALYSIS PROCEDURES

Since this project was a curriculum development project and not inherently a research project, there are no research aspects to analyze.

FINDINGS/PROJECT PRODUCT

The project product, the three competency-based curriculum models--DE I, DE II, and DE III, was provided under separate cover along with this report.

EVALUATION

The project advisory committee was utilized throughout the project to review, evaluate, and approve the development of the curriculum models. The procedure used to match the competencies and the content of the existing three-year curriculum was approved by the project advisory committee. Suggestions for modification and improvement were solicited from the committee through all phases of the project.

Quarterly reports were submitted to the State Board of Vocational and Technical Education as required.

CONCLUSIONS AND RECOMMENDATIONS

The six objectives of this project were accomplished. As a result, three competency-based curriculum models incorporating modified performance objectives, teaching methodologies/student learning activities, and materials and resources were developed. These three curriculum models match the levels of the three-year D.E. program structure.

The DE I and DE II curriculum models are based upon the common competencies of 69 marketing and distributive occupations as identified by Crawford and revalidated by IDECC. The DE III model is based upon the common retail competencies needed to advance beyond entry-level employment.

Based upon the results of this project, the following are recommended:

1. The curriculum models be field tested in D.E. programs in Indiana.
2. The curriculum models be revised/modified based upon the results of the field test.
3. Competency-based testing devices appropriate for each curriculum model be developed.
4. Obtain newly developed IDECC competency-based materials and other appropriate resources for the implementation of the three curriculum models.
5. Provide in-service training for the use of IDECC materials and the curriculum models.
6. Continue to develop special occupational competency-based curriculum models.

REFERENCES AND ACRONYMS

Crawford, Lucy C., A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, U.S.D.E. No. 032 435, 1969.

IDECC: Interstate Distributive Education Curriculum Consortium is a non-profit organization whose purpose is to develop and disseminate competency-based instructional materials related to a distributive education learning system. It is housed at The Ohio State University.

MATERIALS

Copies of the three Competency-Based Curriculum Models submitted under separate cover with this report are available from the State Board of Vocational and Technical Education, 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204.

DISTRIBUTIVE EDUCATION COMPETENCY-BASED CURRICULUM MODELS BY OCCUPATIONAL CLUSTERS

FIELD TEST MODELS

A COOPERATIVE PROJECT BY
BALL STATE, INDIANA STATE, INDIANA UNIVERSITIES
AND THE DIVISION OF VOCATIONAL EDUCATION

SPONSORED BY THE
INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION

DISTRIBUTIVE EDUCATION COMPETENCY-BASED CURRICULUM MODELS BY OCCUPATIONAL CLUSTERS

FIELD TEST MODELS
DEVELOPED BY

FIRST YEAR - DR. STEWART HUSTED
SECOND YEAR - MR. LEE THOMPSON
THIRD YEAR - DR. ROD DAVIS

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STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF VOCATIONAL EDUCATION
STATE OF INDIANA

FINANCIAL STATEMENT FOR FINAL REPORT ENDING 10/31/78
(Date)

Project No. 58-77-III-2

ITEMS	Project Budget FY 19--		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel		15890.00		15931.79		(41.79)
2. Contractual services		360.00		503.62		(143.62)
3. Employee benefits		1636.00		1572.25		63.75
4. Travel		2350.00		1779.80		570.20
5. Supplies and materials		2183.00		1395.17		787.83
6. Communications (include phone calls, printing)		150.00		30.70		119.30
		- 0 -		- 0 -		- 0 -
7. Properties (rentals or purchase of equipment)		- 0 -		- 0 -		- 0 -
8. Facilities		300.00		221.35		78.65
9. Product production and dissemination		- 0 -		- 0 -		- 0 -
10. Project Evaluation		- 0 -		- 0 -		- 0 -
B. INDIRECT EXPENDITURES						
C. TOTAL EXPENDITURES		22869.00		21434.68		* 1434.32

Fiscal Agent/~~Director:~~ Robert P. Bell, Vice President for Business Affairs and Treasurer

Institution/~~Agency Name:~~ Ball State University

* Refund this amount to the State Board of Vocational and Technical Education

DISTRIBUTIVE EDUCATION I
(FIRST YEAR)

D.E. I Units
Table of Contents

I. Introduction to Distributive Education — Pages

A. Scope and Importance of Distributive Education. 1-3
B. Understanding DECA. 3-5
C. Career Development. 6-13

II. Marketing & Distribution in the Economy

A. The Profit Motive 14-15
B. The Functions of Marketing & Distribution 15-17
C. Fundamentals of the Channels of Distribution. 18-19

III. Social Skills

A. Personal Development of Human Relations 19-23
B. Ethics. 24

IV. Basic Skills

A. Written Communications in Marketing & Distribution. 25
B. Oral Communications in Distribution 25-30
C. Mathematics in Marketing & Distribution 30-32

V. Marketing Skills

A. Fundamentals of Selling 32-34
B. Fundamentals of Sales Promotion 34-36
C. Safety in Marketing and Distribution Occupations. 36-37

DISTRIBUTIVE EDUCATION

PREPARATORY--The preparatory program, DE I-Introduction to Distributive Education, offers group and individual instruction in marketing activities as well as an awareness of those careers evolving from marketing activities. One hundred seventy five (175) clock hours of instruction--2 credits.

COOPERATIVE--Students who have completed DE I or II will combine one period of related classroom instruction daily with a minimum of 525 hours per school year of supervised on-the-job training in a local distributive business. One hundred seventy five (175) hours of related instruction per year--2 credits; on-the-job training--6 credits. Students entering without DE I or II will take the DE I-Introduction to Distributive Education course concurrently with the Cooperative Program. Three hundred fifty (350) clock hours of Introduction to Distributive Education and Related Instruction per year--4 credits; on-the-job training--6 credits.

PROJECT--The vocational application of instruction is provided through simulated occupational experiences in the classroom laboratory for 2 to 3 periods block-time daily. Three hundred fifty (350) to five hundred twenty-five (525) clock hours of instruction--4 to 6 credits. For students who have completed DE I-Introduction to Distributive Education course in the previous grade level, one period of project instead of the Marketing course, DE II, may be offered. One hundred seventy five (175) clock hours of instruction--2 credits.

PROGRAM BEHAVIORAL GOALS
DISTRIBUTIVE EDUCATION I, II, III

1. Perform successfully the duties required in retail, wholesale, service, or other marketing occupations at the job entry level.
2. Demonstrate the social skills and understandings necessary to successfully perform at the job entry level.
3. Communicate in both an oral and written manner that is readily understood and acceptable to customers and associates.
4. Perform satisfactorily the mathematical computations that are necessary in retail, wholesale, service, or other marketing occupations at the job entry level.
5. Know and use correctly the terminology employed in retail, wholesale, service, or other marketing occupations at the job entry level.
6. Demonstrate qualities of leadership in both in-school and out-of-school activities.
7. Demonstrate an understanding of, and appreciation for, the American private enterprise system as a cornerstone of the American democracy.
8. Demonstrate a knowledge of the opportunities and requirements in marketing and distribution as a career field.

D.E. I
INTRODUCTION TO DISTRIBUTIVE EDUCATION

The Introduction to Distributive Education course in the Distributive Education Program will:

1. Introduce students to the scope and importance of the field of marketing and distribution.
2. Introduce students to the co-curricular DECA activities in the Distributive Education program.
3. Acquaint students with career opportunities which marketing and distribution offers.
4. Assist students in selecting a tentative career objective in marketing and distribution.
5. Help students develop skills in the following competency areas needed by students to enter marketing and distributive occupations:
    a. Human Relations
    b. Communications
    c. Mathematics
    d. Selling
    e. Sales Promotion

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
I. Introduction to Distributive Education I	Given the appropriate information the student will be able to:		
A. Scope and Importance of Distributive Education			
1. Knowledge of Distributive Education I Classroom operation	Demonstrate daily that they understand classroom operations by successfully serving in a variety of management positions and by productively participating in classroom activities.	Have students perform various classroom management roles such as taking attendance, filing IAPS, cleaning up room, serving as class librarian, etc Have students prepare a student handbook with program rules, etc.	IAPS Handbook by IDECC
2. Knowledge of the Distributive Education I Program	Define correctly Distributive Education	View film, "Distributive Education"	Film: "Distributive Education" (3rd, 1978) order from DECA Inc. or Sears Regional Office
	Briefly and correctly explain the history of Distributive Education	Have students write a short paper on what D.E. means to them.	"Orientation to D.E. Transparencies" Cheshire (Colonial Films)
	List correctly the three goals of the D.E. program.	Use a crossword puzzle to include key names, legislation and dates	Games, Puzzles, and Simulations for Distribution by Wilkie
	Distinguish correctly between Distributive Education and other vocational programs offered at the local high school	Invite coordinator from one of the other vocational areas to explain their respective program.	Organization & Administration of D.E. by Crawford and Meyer (Merill)
		Have students put up a bulletin board on D.E.	Bulletin Boards for D.E. by Ohio D.E. Materials Lab Indiana D.E. Handbook by Indiana State D.E. Office

COMPETEN[illegible] OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATER[illegible]
3. Attitude that Distributive Education is a sound and beneficial program.	Demonstrate a positive attitude concerning Distributive Education by actively participating in class, club, and job activities throughout the year.	Invite advisory committee member to describe impact of D.E. program on the community	
		Have student co-op program or successful alumnus explain how he/she has benefited from D.E.	
		Have students discuss in small groups the benefits of the D.E. program.	Your Career in Marketing by Beaumont, Langan & Taylor (Gregg) Unit 3 Part 13
4. Knowledge of vocational opportunities available to young people in marketing & distribution.	Identify correctly opportunities for training beyond high school in adult, junior college, and university programs.	Invite representatives from at least one of the areas mentioned to assist the teacher in describing training opportunities beyond high school.	Post-secondary catalogs from Indiana Institutions
		Invite Jr. Collegiate or Collegiate DECA member to tell about their school or University.	School and Careers by Herr (McGraw-Hill)
		Have students write a short research paper on a post-secondary institution of their choice; or students not planning on post-secondary training could write a paper on vocational opportunities available through their present jobs or expected jobs.	
5. Knowledge of the world of work and its implications on today's society	Explain correctly the implications of work on today's society.	Have students discuss in small groups the implications of work on today's society.	Succeeding in the World of Work by Kimbell & Vineyard (McKnight) Chapter 1

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Have students write a brief paper on how work will effect their lives.	Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg) Schools & Careers by Herr (McGraw-Hill) Chapter 1
B. Understanding DECA	Given appropriate information, the student will be able to:		
1. Knowledge of the nature and purpose of DECA	Define correctly what DECA is & state the two major purposes of DECA	View filmstrip on DECA (All About DECA)	"All About DECA" by DECA
	Briefly and correctly explain the historical background of DECA.	View film on DECA (DECA Is For Everyone)	"DECA Is For Everyone" (order from state office)
	List correctly the five divisions of DECA and their relationship to DECA organization (National, State, District, Local)		DECA: The First Thirty Years by Riley (DECA)
	Draw the DECA diamond and correctly explain the four points of the diamond, the meaning of the wrapped package, and the DECA byline.		
2. Knowledge that DECA is an integral part of the Distributive Education program.	Explain correctly the difference between co-curricular and extra-curricular activities	Conduct first DECA meeting during class	Organization & Administration of Distributive Education by Crawford & Meyer (Merill)
	Describe correctly the role of DECA and its relationship to the total DE program.	Have students develop a contract grading system which includes an evaluation of DECA activities.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Invite state or district officer to tell students how vital DECA activities are to D.E.	DECA transparency masters by DECA
3. Knowledge of how DECA activities contribute to the learning of distribution & marketing & how to participate in them.	Explain correctly how DECA activities contribute to the learning of distribution & marketing.	Take DECA sponsored field trip to local shopping center or downtown to observe the variety of marketing occupations available in the local area.	A Program of Action for DECA Activities by DECA
		Introduce students to Merit Awards Program (MAPS). Student can begin Bronze Award level activities.	Merit Awards Handbook by DECA
	List correctly DECA competitive events, to include CBE competitive activities.	Have student who has competed in district/state/national competition explain how the competition works.	DECA Handbook by DECA
		View slide presentation on CDC	"1978 DECA-Career Development Conference H.S. Division" slide presentation by DECA
		View slide presentation on CBE ("Follow Me Through the New Series Competency Based Events")	"Follow Me Through the New Series Competency Based Events" by DECA CBE Handbook by DECA
4. Knowledge that leadership is important in organizations in a democratic society.	Explain correctly the importance of leadership in organizations in a democratic society.	Invite local official or state representative to discuss importance of leadership in a democratic society	Leadership & Officer Training Handbook by DECA
		Have students discuss in small groups the different leadership styles and their effect on democratic societies	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
5. Knowledge of the need for leaders and participants in the DECA program.	Participate throughout the year in the local DECA Chapter and volunteer to serve as an officer or committee member.	Elect officers	A Guide for DECA Chapter Officers by DECA
		View officer filmstrips ("All About DECA Series")	"All About DECA" by DECA
		Attend Ball State DECA Rodeo in the Fall	
6. Skill in the proficient use of parliamentary procedures	Proficiently use parliamentar procedures during DECA meetin	Use parliamentary procedure during DECA meeting	Parliamentary Law Makes Sense by Ohio D.E. Materials Lab
		Lead students through a simulated meeting script	Parliamentary Procedure by Ohio D.E. Materials Lab
		View filmstrips on Parliamentary Procedure ("All About DECA Series")	"All About DECA" by DECA
			A Guide for Chapter Officers by DECA
			The How in Parliamentary Procedure Manual by University of Texas
7. Skill in informing others about DECA	Correctly inform others about DECA throughout the year.	Have students conduct a membership drive.	DECA Handbook by DECA
		Practice telling members of class about DECA.	
8. Skill in carrying out activities suitable for DECA	Properly carry out activities suitable for DECA when given a leadership position	Conduct leadership simulations for training students	Leadership Simulation/DECA by DECA
		Develop a program of activities calendar for the year.	Developing a Program of Activities for Local Chapters by D.E. Materials Lab
		Attend summer Leadership Development Institute (LDI) Sponsored by DECA	Leadership Development & Officer Training Handbook by DECA

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITES	REFERENCE MATERIAL
			A Program of Action for DECA Activity by DECA
C. Career Development (with emphasis on self-understanding)	Given the appropriate information the student will be able to:		
1. Opportunities for a Career in Marketing & Distribution Occupations	Develop a career awareness of marketing and related careers.	View filmstrips: "What Is A Career?" & "Worlds of Opportunity in Themselves"	"What Is A Career?" & "World of Opportunity in Themselves"by Instructional Materials Center, University of Texas
a. General knowledge of marketing and distribution occupations.	List the advantages and disadvantages of various marketing careers.	Have a panel debate the advantages and disadvantages of a career in marketing.	Exploring Wholesaling & Retailing Careers by Eggland (South-Western) Path 1 Occupational Handbook by Dept. of Labor Distribution and Distributive Careers by Grandfield & Gold (Fairchild Publishers) p. 53
		Attend Indiana State University DECA Career Exploration Day in Fall	Marketing & Distribution by Mason, Ross, & Rath (Gregg) p. 530 Your Career in Marketing by Beaumont, Langan & Taylor Part 2 (Gregg)
b. Knowledge of the compensation & benefits derived from a career in marketing & distribution.	Discuss correctly what types of compensation and benefits are available in a career in marketing and distribution.	Have students interview persons in marketing and distribution occupations to find out about compensation benefits.	Growing On The Job by Wilson (McGraw-Hill) Chapters 4 & 5 Marketing & Distribution by Mason, Ross & Rath (Gregg) p. 530 Job Opportunities in Retailing Series by J. C. Penny.

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
			Occupational Handbook by Dept. of Labor Your Career in Marketing by Beaumont & Langan, & Taylor (Gregg) Part 12, p. 123
c. Skill in determining the opportunities for advancement in marketing & distribution.	Determine correctly whether advancement is appropriate in a case study situation.	Give student case studies and have them determine whether the employee should be promoted.	Growing on the Job by Wilson Chapter 3 (McGraw-Hill)
	Develop a career ladder for at least one marketing occupation.	Have students develop career ladder for a marketing occupation of their choice.	Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg) Part 6, p. 62.
	Evaluate a job according to the position, company's position in the field, company's future, company's reputation, & the company's executives.	Have students take jobs listed in "Help-Wanted" section & write an evaluation of the job/company. Use job description forms found in Career Information Unit.	Career Information Unit For D.E. by Ohio Materials Lab. Careers in Marketing by Bikkie (Gregg) Chap. 3-9
2. The Attributes Required for a Career in Marketing & Distribution			Exploring Wholesaling & Marketing Careers by Eggland (Southwestern) pgs. 41 & 100
a. Knowledge of the attitudes, skills & knowledges necessary for successful marketing & distribution occupations	List correctly the 5 major competency areas necessary for successful marketing & distribution occupations	Give students a list of jobs in marketing & distribution and have them determine the degree the 5 competencies are required to perform each job	Marketing & Distribution by Mason, Ross, Rath (Gregg) p. 534 Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg) p. 144

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
b. Knowledge of the social characteristics required for success in marketing & distribution occupations.	Demonstrate on a daily basis those social characteristics necessary for success in marketing and distribution occupations.	Use case studies on social skills to measure responses to various situations. Have small groups prepare lists of social qualities needed for success.	Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg) p. 151
c. Knowledge of the basic skills in mathematics & communications required for employment in marketing & distribution occupations.	Discuss which basic skills are important & necessary for employment in marketing & distribution occupations.	Use guest speakers from business to tell students about the importance of mastering basic skills in order to get employment in marketing & distribution occupations.	Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg) p. 144 Exploring Wholesaling & Retailing Careers by Eggland (Southwestern) p. 45
3. Determining a Career Objective			
a. Knowledge of how to use self-analysis as a step toward employment	Express their ambitions for the future.	Use case study situations found in Cooperative Work Experience Series to help students determine the difference in aptitudes, abilities, and interests.	Careers in Marketing by Bikkie (Gregg) Chap.1
	Identify their interests, skills, abilities and values.	Have students take a self-analysis inventory to determine personal strengths & weaknesses as well as aptitude, interests, & abilities.	Knowing Your Self by Kidwell & Wallace (McGraw-Hill)
	Organize themselves purposefully and consistently with their skills & interests to achieve an objective	Have students write a self-analysis of strengths & weaknesses.	Your Career in Marketing by Beaumont, Langan & Taylor Part 9 (Gregg)

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Conduct Activities A, B, C, D in Career Exploration in Marketing & Distribution	Career Exploration in Marketing & Distribution by Contract Research Co. Unit 4
b. Knowledge that self-analysis is important in developing a positive attitude toward work.	Explain how self-analysis is important in developing a positive attitude toward work.	LAP #17 (HR), Comp. 274 LAP #20 (HR), Comp. 313	World of Work by Kimbrell & Vineyard (McKnight) p. 67 Knowing Your Self by Kidwell & Wallace (McGraw-Hill)
	Demonstrate a positive attitude towards school work.	Have students give a book report (oral or written) on Erroneous Zones. Students should be able to explain that their self-image reflects their attitude toward work, etc.	Erroneous Zones by Dyer (Avon) (available at bookstore)
c. Knowledge that lifestyles have an impact on career choice & that career choice may affect one's lifestyle.	Identify correctly job characteristics which have impact on the individual's total lifestyle.	Explore lifestyles by completing exercises in Knowing Your Self p. 125	Knowing Your Self by Kidwell & Wallace (McGraw-Hill) Chapter 16
	Understand the impact of work or career on personal satisfaction.	Conduct Activities A & B in Career Exploration Marketing & Distribution	Career Exploration in Marketing & Distribution by Contract Research Corp. Unit 3
		Listen to tape or read sections of Working which relate to marketing & distribution careers. Have a student react in discussion groups.	Working by Terkel (Avon) (available at bookstores)
	Identify the effect of off-the-job demands and responsibilities on the initial decision to work and on the choice of specific jobs, particularly as they affect women with homemaking & child-rearing responsibilities.		

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
d. Knowledge that personal beliefs & values are important in career-decision making.	Understand that relationship between personal beliefs on the one hand and occupational choice & job satisfaction on the other.	Use case studies at end of each chapter in Knowing Your Self	Knowing Your Self by Kidwell & Wallace (McGraw-Hill) Unit 3
	Understand their dual role as consumers and workers and the different needs associated with each role.	Activities A & B (Careers Exploration) IAP #1 (HR), Comp. 322	Careers Exploration in Marketing & Distribution by Contract Research Corp. Unit 5
	Understand that compromise or trade-offs are required in career choice.	Analyze situations found on p. 23 (Making Decisions Work)	Making Decisions Work by Weagraff & Lynn (McGraw-Hill) Chapter 3
e. Knowledge that compromise or trade-offs are required in career choice because an occupation will satisfy some needs but not others.	Understand that compromise or trade-offs are required in career choice.	Make a career balance sheet of positive & negative job factors in order to see which trade-offs might be necessary in making a career choice.	Careers in Marketing by Bikkie (Gregg) (2nd Ed) Chapter 2
f. Knowledge of behavior in pursuit of self-interest, & behavior which does not conform to ethical standards.	Demonstrate acceptable behavior and ethical standards in the classroom throughout the year.	IAP #5 (HR), Comp. 312	Careers in Marketing by Bikkie (Gregg, 2nd Ed) p. 6

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
g. Knowledge that occupations in marketing & distribution are extremely diverse.	List a minimum of eight different marketing & distribution occupations from different occupational clusters.	Take field trips to a variety of businesses offering diverse marketing & distribution occupations.	Careers in Marketing by Bikkie (Gregg, 2nd Ed) Exploring Marketing Occupations by Smith, Verndran, & Winn
	Identify occupations which suit their interests.		
h. Skill in exploring marketing & distribution occupations in depth.	Explore a minimum of one marketing & distribution career in depth.	Projects 2 and 3 (p. 29) in Careers in Marketing	Careers in Marketing by Bikkie (Gregg)
		Have students work through occupational cluster units in one of the four references listed.	Career Information Unit Handbook by Ohio D.E. Materials Lab
		View Fairchild Careers in Marketing slide series sets.	"Careers in Department Stores" "...Fashion" "...Food Merchandising" "...Service Stations" by Fairchild
		View Careers in Focus (set of 14 F/S)	Careers in Focus & Careers in Marketing by Gregg
		View Careers in Marketing (set of 4 F/S)	
		Explore careers by working on Bronze, Silver, or Gold awards in the DECA MAPS Program.	Merit Awards Program by DECA
			Exploring Marketing Occupations by Smith, Verndran, & Winn Your Career in Marketing by Beaumont, Langan, & Taylor Units 4 & 5

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
i. Ability to use the results from various testing programs to help determine a career objective.	Utilize various testing results to help determine a career objective.	Have guidance couselor administer any of the following tests: OVIS, GATB, Strong-Campbell. Counselor should assist students & teachers in analyzing the results.	Careers Information Unit by Ohio D.E. Materials Lab
j. Skill in using self-analysis to match interests, abilities, & aptitudes to a marketing occupation (to include skills & life-styles, off-the-job responsibilities & the kinds of things that will yield job satisfaction.	Select a tentative career objective.	Have students give oral reports on their tentative career choice and explain why they chose it.	
	Write a paper on a marketing occupation using self-analysis to match their interests, aptitudes & abilities with the occupation.	Have students write a career paper on a marketing occupation using self-analysis to match their interests, aptitudes & abilities with the occupation.	See 3A references
4. Job Interview			
a. Knowledge that it is necessary for one to prepare for a successful interview.	Dress properly for a job interview.	Sponsor a fashion show of appropriate clothes to wear on a job interview.	Distribution & Distributive Careers by Grandfield & Gold (Fairchild) pg. 14
		Have a "Dress-Up" day at school for DECA Members.	Careers in Marketing by Bikkie (Gregg, 2nd ed). p. 147
		Invite a personnel manager to talk about job interview preparation.	Merchandising Your Job Talents by U.S. Dept. of Labor
	Complete an application form neatly and thoroughly.	Have students complete an application form.	How to Find & Apply for a Job by Blackledge (South-Western)

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Have students apply for a Social Security card.	Making the Most of Your Job Interview by New York Life Insurance Company
			World of Work by Kimbrell & Vineyard (McKnight) Chap. 3
			Getting the Job by Lynch (McGraw-Hill) Unit 2, Unit 3 Chapter 10 & 11
b. Skill in determining sources of employment opportunities.	Locate a minimum of five employment opportunities by using help-wanted ads, school placement services, employment agencies (private & state), etc.	Find marketing & distribution positions open in newspaper, etc.	Marketing & Distribution by Mason, Ross, Rath (Gregg) pg. 518
		Invite employment counselor from an employment agency to explain how students can find employment through employment services (private and state).	Getting the Job by Lynch (McGraw-Hill) Chapter 7
			Careers in Marketing by Bikkie (Gregg, 2nd Ed) p. 142
c. Skill in job interview process	Successfully carry out a job interview.	Prepare for Indiana DECA Job Interview Event.	Indiana DECA Handbook by Indiana DECA
		Conduct simulated job interviews.	Getting the Job by Lynch Unit 4
		Complete Case Studies in World of Work p. 15	World of Work by Kimbrell & Vineyard pgs. 52-63
		View J.C. Penny filmstrip "Preparing for an Interview"	J.C. Penny Educational Materials by Educational Relations Dept. (available from local J.C. Penny manager or N.Y. office)

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
II. Marketing & Distribution in the Economy	Given the appropriate information the student will be able to		
A. The Profit Motive			
1. Knowledge of the Free Enterprise System & differing economic concepts practiced in various nations.	Define correctly Free Enterprise, socialism, and communism (economic systems)	Use panels to debate the pros and cons of various economic systems.	Distribution & Distributive Careers by Grandfield & Gol p. 7
	Explain correctly how the American Free Enterprise system was established and developed.	Enter DECA-Phillips 66 Free Enterprise Project Contest (see State DECA advisor for Free Enterprise Project Kits)	"Educational Communications" Phillips Petroleum Company (economic resource bibliography of free materials)
		View American Enterprise Movies: "Land" and "People"	American Enterprise by Phillips 66 (available through Modern Talking Picture Service)
	Explain correctly the differences between the Free Enterprise, socialism, and communism economic systems.	Have DECA sponsor a "Free Enterprise Week"	Our Economic System "Free Enterprise--Is This Any Way To Live," by Campbell (Sears & Roebuck) p. 12
			The Economics of Marketing by Klaurens (Gregg) Chap. 1
			IDECC Economic LAPS available to teachers by June, 1978. Teachers should check these LAPS for possible learning activities and references.
2. Knowledge of the functions of profit.	List and discuss the 9 functions of profit in our economy.	Complete "Learning Experiences" in our Economic System	Our Economic System "Them" by Campbell (Sears & Roebuck) p. 20
		View Profits at Work slide-tape presentation	Profits at Work by U.S. Chamber of Commerce (distributed by Phillips 66)

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		View *Who Profits from Profits* slide-tape presentation	*Who Profits from Profits* by U.S. Chamber of Commerce (distributed by Phillips 66)
		Prepare an essay on the role of profits in a free enterprise system. Explain how profits are earned & for what they are used.	*The Profit Pendulum* by U.S. Chamber of Commerce *That's What America's All About* by Phillips 66, p. 10 *The Economics of Marketing* by Klaurens (Gregg) Chap. 3
		Complete Bronze Award Economic Activities for MAPS Program.	MAPS Handbook by DECA
	Define correctly economic needs and wants.	Complete Project 1 "Understanding the Economics of a Product" p. 14	*The Economics of Marketing* by Klaurens (Gregg) Chap. 5
	Define correctly economic resources (natural, capital, human) and explain the implications of unlimited wants & limited resources)		*Our Free Enterprise* by (Ohio) D.E. Materials
3. Knowledge of the concept of supply and demand.	Explain correctly how supply and demand affects the free enterprise system.	Complete exercise in *Distribution & Distributive Careers*	*Distribution & Distributive Careers* by Grandfield & Gold, p. 18 (Fairchild)
	Explain correctly the meaning of "Economic Voting"	Have students select products which "Economic Voting" persuaded producers to drop.	
B. The Functions of Marketing & Distribution	Given the appropriate information the student will be able to:		

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
1. Knowledge of the marketing & distribution process in the economy.	Correctly define marketing.		Marketing Principles Transparencies by Gregg The Economics of Marketing by Klaurens (Gregg)
	Explain correctly the importance of marketing in the economy.	Have students write a 3-5 page essay on the importance of the marketing & distribution process in a free enterprise economy.	Marketing & Distribution by Mason, Rath, Ross (Gregg) Part 1 Your Career in Marketing by Beaumont, Langan & Taylor (Gregg) Part 1 Unit 1 Marketing in Action by Warmke, Palmer, Nolan (Southwestern) Chap. 1
2. Knowledge that the functions of marketing & distribution contribute to the well being of the individual citizen, community & the nation.	List correctly the ten functions of marketing & distribution and explain how they contribute to the well being of the individual citizen, community and nation.	Have students choose a busines they would like to own and then give one example of how each of the 10 marketing & distribution functions would apply to their business.	Marketing & Distribution by Mason, Rath, Ross (Gregg) Part 1 Your Career in Marketing by Beaumont, Langan, & Taylor (Southwestern) Part 3 Unit 1
		Have students select one product that they use everyday and make a list of the marketing & distribution functions necessary to get that product from the producer to them.	
3. Knowledge of how marketing provides new goods & services.	Explain correctly how marketing provides new goods & services through product research & development.	Complete "Learning Experiences" in Our Economic System	Our Economic System "The Magic of New Products" and "America's Amazing Success Machine," by Campbell (Sears Roebuck), pgs. 18 & 40

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
4. Knowledge of how utility adds value to goods & services.	Explain correctly how marketing creates utility.		Marketing & Distribution by Mason, Ross, Rath (Gregg) Part 4 (p. 36)
	List and explain correctly how form, place, time, and possession utility add value to goods and services.	Taking a product of student choice, have student explain how the 4 utilities added value to the product.	Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg) p. 38 Marketing in Action by Warmke, Palmer, & Nolan (Southwestern) Chap. 1 (p. 5) Chapter 2
5. Knowledge of the competitive nature of marketing.	Explain correctly why businesses competing in the marketplace must achieve product quality and performance combined with reasonable price to be successful.	Complete "Learning Experiences" in Our Economic System.	Our Economic System "Who Cheers When Products Work?" by Campbell (Sears-Roebuck) p. 26.
6. Knowledge of the factors influencing the future of marketing & distribution in the economy.	Explain correctly the affect of business cycles and fluctuations, government controls & regulations, and advanced technology on the future of marketing & distribution.	View American Enterprise, Free-Loan Film Series	"Government," Modern Talking Picture Service (½ hr. film)
		Conduct "Learning Experiences" in Our Economic System	Our Economic System "What Ever Happened to the Nickle Candy Bar?" "You Pay For What You Get" by Campbell (Sears-Roebuck) pgs. 24 & 46
		Have students write to Invest in America Council and NFIB for economic information.	Invest in America Council National Federation of Independent Businesses
7. Knowledge of the economic factors affecting employment in marketing & distributi	Explain correctly the relationship between capital investment and employment.	Complete the "Learning Experiences" in Our Economic System	Our Economic System "More Jobs, There Is a Way," by Campbell (Sears-Roebuck) p. 38

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
C. Fundamentals of the Channels of Distribution	Given the appropriate information the student will be able to:		
1. Knowledge of the distribution process in marketing.	Correctly define channels of distribution.		Marketing Principles "Channels of Distribution" transparencies by Gregg The Economics of Marketing by Klaurens (Gregg) Chap. 10
	Discuss correctly the role of distribution in the marketing process.	Complete Project 14 (Marketing and Distribution)	Marketing & Distribution by Mason, Rath, Ross, p. 162
	Compare and contrast correctly the differences in retailing, wholesaling, and agent middlemen.	Complete "Things to Think About, To Do & To Discuss" (Distribution & Distributive Careers)	Distribution & Distributive Careers by Grandfield & Gol p. 27
3. Knowledge of direct and indirect channels of distribution.	Discuss correctly why some producers sell directly to consumers as opposed to those who use a series of middlemen.	Have students select a consumer product & then contrast the benefits of using direct & indirect channels of distribution for that product.	Marketing & Distribution by Mason, Rath, Ross p. 164
		Complete Activity "Things To Think About, To Do and To Discuss" (Distribution & Distributive Careers)	Distribution & Distributive Careers by Grandfield & Gold p. 29
4. Knowledge of the process required to move products from producers to consumers.	List correctly the ways which products can be physically distributed from producer to consumer.	Visit a warehouse, airport transport center, or trucking terminal. Select a warehouse in your community and have students determine the services it offers and types of products it handles.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Marketing Project (Marketing & Distribution) p. 330	Marketing & Distribution by Mason, Rath, Ross. Unit 8
		View DECA Supply Service slide-tape presentation on distribution process.	DECA Supply Service by DECA
III. Social Skills	Given the appropriate information, the student will be able to:		
A. Personal Development & Human Relations		LAP #4 (HR), Comp. 285	
1. Knowledge of good health practices.	Maintain good health for effective job performance.	Have student give group reports on good health rules.	Consumer Decision Making by Warmke, Wyllie, and Selbis (Southwestern) Chapter 24
		Have each student plan a week's menu using food guide.	
2. Knowledge of good personal appearance habits & what to do to achieve them.	Dress appropriately for the job and maintain a well-groomed appearance.	Have the class make drawings or posters of proper dress for five different jobs.	You: A Guide to Personal Development for Young Men (Women) by Texas
		LAP #3 (HR), Comp. 285	
		Guest speaker from Home Ec department on grooming & appearance.	
		Make a list of good habits for grooming & discuss in class.	
		View film "Good Looks/Here and Now"	"Good Looks/Here and Now" booklet and film by Armour-Dial

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Case situation No. 20 (OHIO)	
3. Knowledge that good personal appearance helps create effective customer impressions.	Demonstrate an awareness that good personal appearance helps create effective customer impressions.	Arrange a demonstration in proper make-up selection & application.	
	Invite a hair stylist to demonstrate and explain proper hair care (unisex)	IAP #27 (HR), Comp. 319	
		Case situation No. 30 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
4. Skill in developing personality traits compatible with work in marketing & distribution.	Demonstrate personality traits which are important to successful job performance.	Make up a personality inventory sheet for each student to fill out.	Working at Human Relations Chap. 1 Rosemary Fruehling (McGraw-Hill)
		In small groups, students can identify and list favorable & unfavorable personality traits.	Your Career in Marketing by Beaumont, (Gregg) Unit 2 Part 7, 8, 9
		Case situation Nos. 2, 5, 6 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
		LAP #6 (HR), Comp. 286	
5. Knowledge that human relations & positive attitudes are important in job success.	Demonstrate good human relations qualities and a positive attitude throughout the year.	LAP #17 (HR), Comp. 274	Working at Human Relations Chap. 10, Rosemary Gruehling (McGraw-Hill)
		View filmstrip/record "Your Attitude is Showing"	Your Attitude is Showing by Chapman (SRA) (Book & F/S)
		Case situations 7, 8, 11 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
6. Attitude that understanding others and one's self is basic to working harmoniously with	Develop an awareness that understanding others and one's self is basic to working harmoniously together.	IAP #20, 21 (HR), Comp. 313, 281	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Cases No. 15, 17, 29, 31 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
7. Skill in demonstrating the ability to exercise self control in trying situations.	Exercise self-control during trying situations throughout the year.	Have each student keep a journal of how & when they observed loss of self-control in someone.	Psychology & Human Relations in Marketing by Hiserodt (Gregg)
		IAP #11 (HR), Comp. 294	
		Case Study #18 (p. 173) in Your Attitude is Showing	Your Attitude is Showing by Chapman (SRA) Chapter 18
		Case situations No. 48, 28 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
		Cases, 1, 2, & 3 (OHIO)	Personality Development Russan (Southwestern) Chap. 2
			Human Relations in Business by Eggland-Williams (Southwestern) Chapter 3
		Case Study #6, (p. 59) in Your Attitude is Showing	Your Attitude is Showing by Chapman (SRA) Chapter 6
8. Knowledge that a worker's satisfactory job performance includes not only what he does, but also how he/she influences other people.	Develop an attitude that a worker's satisfactory job performance influences other people.	Have students make a list of statements describing ways to influence people, positive & negative.	
		Have each student describe what he/she does to feel important	
		IAP #25 (HR), Comp. 310	
		Case situation No. 14, 18, 39 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
9. Skill in generating enthusiasm in other people.	Generate enthusiasm toward people throughout the school year in DECA and other activities.	In small groups, develop a definition of enthusiasm. Have each student describe in writing an enthusiastic person and discuss why he/she feels that way. IAP #8 (HR), Comp. 303 Case situation No. 19, 24	How to Win Friends and Influence People by Carnegie (SSP) (available at bookstore) Human Relations Cases (OHIO) D.E. Materials Lab
10. Skill in accepting criticism & turning it into a character building element.	Demonstrate an ability to accept constructive criticism and use such to build a strong character throughout the school year.	For one week, have student keep a list of criticisms they received & how they reacted. Role play in small groups, let one person give criticism and explain how they felt. IAP #13 (HR), Comp. 295 Case situation No. 4, 14, 16, and 31 (OHIO)	Human Relation Cases (OHIO) D.E. Materials Lab
11. Knowledge of the adjustments required by the individual to be successful on the job.	Develop an awareness that an employee must be willing to accept and adjust to change.	Have students develop a list of times in their lives where they've had to adjust to change and make the best of the situation. IAP #14 (HR), Comp. 316 IAP #15 (HR), Comp. 301	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
12. Knowledge of the importance of being orderly and systematic.	Demonstrate the ability to be orderly and systematic in daily routine tasks.	Students should look up dictionary definition of orderly & systematic, discuss in class.	
		Have each student make up a list of what he/she does to be orderly and systematic.	
		Display class notes taken by each student. Are they orderly or a mess? Discuss.	
		IAP #2 (HR), Comp. 267	
		Case Situation No. 19 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
13. Skill in solving his or her human relations problems.	Demonstrate the ability to solve human relations problems throughout the school year.	Have each student list at least 3 ways to develop & maintain good human relations.	Growing on the Job by Wilson, (Gregg) Chap. 2
		IAP # 19 (HR), Comp. 269	
		IAP # 26 (HR), Comp. 309	
		Case Problems No. 18, 35, 37 43 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
14. Skill in developing plan for self-improvement.	Develop a plan for self-improvement and follow it for 1 month.	Have each student choose the most difficult person they know and begin a campaign to improve relationship with him or her.	Personality Development by Russan (Southwestern) Chapter 3
		Have each student make up an inventory of self-list areas where improvement is needed.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
B. Ethics	Given appropriate information, the student will be able to:		
1. Knowledge that honesty & integrity are personality traits necessary in job situations such as record-keeping, time-keeping, & stock-keeping in addition to jobs that require working with money, products, or supplies.	Demonstrate the knowledge that honesty and integrity are traits necessary in job situations by personal adherence to acceptable code of values.	Have each student list at least 3 things an honest employee would Not do in job situations, discuss with class.	
		LAP #5 (HR), Comp. 312	
		Films "How Honest Are You?" "Developing Your Character"	Coronet Instructional Films
		Case Situation No. 5, 16, 29, 38, 41, 44 (OHIO)	Human Relations Cases (OHIO) D.E. Materials Lab
2. Knowledge that good morals are necessary in relation to the attitude that employees reflect toward their jobs, employers, fellow employees, & customers.	Demonstrate good morals throughout the school year.	Discuss in groups what good morals are, how they affect customer relations. Prepare a skit demonstrating good morals, and how they affect attitudes. Discuss morals in different societies and countries.	
3. Knowledge that customers and fellow workers must be treated ethically.	Demonstrate the ability to distinguish ethical treatment from unethical treatment.	Have students develop a panel discussion on why customers should be treated ethically.	Some Views On The Issue of Business Ethics by (OHIO) D.E. Materials Lab
		Have each student write 5 unethical ways to treat a fellow worker.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
IV. Basic Skills			
A. Written Communications in Marketing & Distribution	Given the appropriate information the student should be able to:		
1. Attitudes that correct grammar, spelling, & punctuation are important in distributive occupations.	Demonstrate an attitude that grammar, punctuation, & spelling are important by turning in error-free work throughout the school year.	Guest speaker from the English Dept. on the importance of correct grammar & spelling. LAP #28 (COMMO)	Communication in Marketing Rawe & Timerson (Gregg) Chapter 1, Project 1
2. Skill in writing sentences & paragraphs using correct grammar, punctuation, & spelling.	Write effective sentences and paragraphs with 90% accuracy.	Have student practice on projects at end of each chapter. LAP #28, Comp. 95 (COMMO)	Communication at Work by Weagraff (McGraw-Hill) Unit 4, Chapters 10,11,12 Communications in Marketing by Rawe (Gregg) Chapter 8
3. Skill in writing letters & memorandums that effectively communicate.	Write a business letter effectively communicating with customer with 100% accuracy. Write a memorandum to a fellow employee which effectively communicates with 100% accuracy.	Give students several projects concerning customer communications. Have them write letters and/or answers. Use samples from Communications In Marketing to practice letter writing. Write a routine request letter. Write a memorandum.	Communications in Marketing Rawe & Timerson (Gregg) Chapter 8
B. Oral Communications in Distribution.	Given the appropriate information the student will be able to:		

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
1. Attitude that oral communication is important in marketing and distribution.	Identify 15 occupations in marketing & distribution where oral communications are important.	Hand out a list of 25 occupations in marketing and distribution. Have students identify those that depend on the spoken word.	Communication in Distribution by (OHIO) D.E. Materials Lab
		Have speech teacher speak to the class on distributive occupations & the importance of oral communications.	Communication in Marketing by Rawe & Timerson (Gregg)
		LAP #2, (COMMO) Comp. 147	
2. Knowledge that first impressions are important & last impressions are the longest remembered.	Demonstrate the importance of first & last impressions by giving 2 correct examples of each.	Student will go out & shop 2 stores with similar products; then list & study the characteristics that makes a successful impression.	
		Have students talk into a tape recorder & replay the tape allowing students to hear themselves. Discuss voice is part of first impressions also.	
		LAP #55 (COMMO), Compt. 163	
3. Skill in speaking clearly & pleasantly conveying spirit and enthusiasm (self-confidence).	Demonstrate the ability to speak clearly with enthusiasm in the classroom.	Students will select a 200 word passage from a book, magazine, etc.; read it to a group/class and discuss. Passage should be emotional, enthusiastic, etc.	Communication at Work by Weagraff (McGraw-Hill) Unit 1, Chapter 1
		Given several sentences, the student should underline words that need to be emphasized in a speech.	Communications in Distribution (Texas)

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
4. Skill in using the tone of voice to impress sincere welcome & eagerness to be of service to others.	Properly demonstrate skill in using a sincere tone of voice when welcoming a person.	Have student observe another teacher & report two reasons why that teacher is or is not sincere & eager to help. (Do not use teacher's name.) Practice in small groups by greeting each other with sincerity & eagerness to help. LAP #5 (COMMO), Compt. 151	
5. Knowledge that the voice can also be used to express convictions & convey confidence.	Demonstrate that conviction & confidence can be expressed by voice usage.	Have each student look up Conviction & Confidence and write down each and discuss in class the similarities? Each student should give a 3-minute talk on their career objectives with conviction and confidence. LAP #5 (COMMO), Compt. 150	Personality Development by Russan (South-Western) Chap. 9
6. Attitude that nothing is quite so important or contagious as enthusiasm for the business, for the merchandise, & for the customers.	Identify correctly 5 characteristics of enthusiastic retail sales people.	Each student should observe 6 sales people in a retail store, identify and list enthusiastic characteristics. Discuss in class. Interview a sales manager on what constitutes an enthusiastic sales person. Develop a list of these, discuss in class. LAP #3 (COMMO), Compt. 158	Retail Selling by Bodly/Corey (Cregg) Unit 2, Chapter 8

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
7. Knowledge of how to address people in a business-like manner.	Properly address people in a business-like manner.	Role play in groups how to introduce, address customers, supervisors, managers, and fellow employees. IAP #16 (COMMO), Compt. 96	Communications in Marketing by Rawe & Timerson (Gregg), Chapter 5
8. Skill in using effective vocabulary & speech in dealing with others.	Use effective vocabulary & speech by giving a 3-minute presentation.	Have each student keep a count of different kinds of speaking situations they encountered, i.e. to inform, to persuade, or to entertain. Project #4 in Communication in Marketing IAP #3 (COMMO), Compt. 122	Communication at Work by Weagraff (McGraw-Hill) Unit 1, Chapter 3 Communication in Marketing by Rowe & Timerson (Gregg) Chapter 4
9. Attitude that certain thoughtlessly used terms or words can be misinterpreted by the listener.	Demonstrate the ability to distinguish thoughtlessly used terms in everyday situations.	Develop a list where several words can be easily misinterpreted. Do in class & discuss. Have student listen to a T.V. show & list any words that may be misinterpreted. IAP #2 (COMMO), Compt. 164A	
10. Attitude that enunciations are important when speaking.	Demonstrate the ability to enunciate properly throughout the school year.	Invite speech teacher to demonstrate good enunciation and pronunciation. Have the class read through some tongue twisters; use tape recorder. IAP #3 (COMMO), Compt. 152	Communications in Marketing by Rowe & Timerson (Gregg) Chapter 5

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
11. Skill in listening & following directions.	List the four steps to good listening.	Break class into small groups. Have one student give directions on how to do something. Review how many students listened carefully enough to follow directions.	
	Demonstrate throughout the year the ability to be a good listener and to correctly follow directions.	Ask class to listen to a news program & report back to the class about what was said. LAP #24 (COMMO), Compt. 119	Communication in Marketing by Rowe & Timerson (Gregg) Chapter 2, Project 2
12. Skill in using gestures to help convey feelings in spoken communications.	In a one minute talk, convey the meaning of ten types of traits using gestures only.	In groups of 5, play "Cheraids" guessing the meaning of each gesture & what they are trying to get across. Have each student stand up and emphasize some form of gesture to the rest of the class. LAP #4 (COMMO), Compt. 166	Retail Selling by Bodley/Corey (Gregg), Chapter 9
13. Skill in the proper use of the telephone.	Demonstrate the use of the telephone correctly & effectively in a classroom role playing situation.	Assign students to play the role of customer & receiver of a telephone call. Invite telephone company educational representative to demonstrate the proper use of the phone. LAP #24 (COMMO), Compt. 115 LAP #9, (COMMO), Compt. 114	Personality Development by Russan (South-Western) Chapter 8

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCY MATERIAL
		Have students prepare a list of some of the most important qualities of a good telephone voice.	Retail Selling by Bodly/Corey Unit 5 Chapter 27 (Gregg)
		If possible utilize a training program for telephone catalog order taking, i.e. Sears, Penneys, or M. Wards.	Your Career in Marketing by Beaumont, (Gregg) Part 18
14. Attitude that correct grammar is essential to a person's business achievement & that poor grammar lowers the image of the business & its personnel.	Demonstrate throughout his work that correct grammar is essential to business achievement.	As a group have students discuss what they feel are misused words & phrases from their own experiences. Visit 3 different store managers and ask what words they feel are most misused. Ask 3 or 4 store customers what they feel are most misused. Make a list of these. LAP #3 (COMMO), Compt. 145	
C. Mathematics in Marketing and Distribution	Given appropriate information the student should be able to		
1. Attitude that accuracy in arithmetical calculations is important.	List 3 reasons why accuracy in arithmetic is important.	Student should disucss several reasons why mathematical accuracy is necessary in marketing businesses.	Your Career In Marketing by Beaumont, (Gregg) Unit 3, Part 4
2. Skill in using and translating percentages accurately.	Figure percentages on individual items with 100% accuracy.	Have students practice converting % symbol items to decimal fraction.	Retail Selling by Bodley/Corey (Gregg) Unit 2 Chapter 10

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Drills 64-10 LAP #6 (MATH), Compt. 377	Merchandise Mathematics by Piper (South-Western)
3. Skill in adding columns of figures accurately.	Add vertical & horizontal columns with 100% accuracy.	Give students addition problems either on chalkboard or overhead projector. Purchase or develop flash cards. Have students record answers as cards are shown at two or three second intervals. LAP #1 (MATH), Compt. 358 Drills 2, 3, 4, 5, 8 in Merchandising Mathematics	Merchandising Mathematics by Piper (South-Western)
4. Skill in multiplying & extending figures accurately.	Multiply and extend figures with 100% accuracy.	Drills 10-25 in Merchandising Mathematics. LAP #2 (MATH), Compt. 357	Merchandising Mathematics by Piper (South-Western)
5. Skill in calculating interest on money.	Calculate interest on money with 100% accuracy.	Have students discuss & write down what items could be purchased on installment plans. Have students work problems on calculating interest on money.	Retail Selling by Bodly/Corey (Gregg) Chapter 10, Unit 2

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
6. Skill in calculating percent markups, selling, price and profit.	Calculate percent markup, selling price, and profit with 100% accuracy.	Give students several % problems with markups, selling price and profit.	
		Retail Review, Problem 3	Retail Selling by Bodly/Corey (Gregg)
		Sections 5, 6, 8, 9, 10, 24, 26, 27, in Merchandising Mathematics	Merchandising Mathematics by Piper (South-Western)
		LAP #27 (MATH), Compt. 357	
		LAP #5 (MATH), Compt. 384	
V. Marketing Skills			
A. Fundamentals of Selling	Given the appropriate information the student will be able to:		
1. Knowledge of good selling techniques.	Explain the importance of the selling function to the marketing process.	Have students make written reports on the importance of the selling function.	
		Have students report on a salesperson they think just filled an order & another who used creative selling.	Basic Selling by Ernst (Gregg) Basic Selling by Texas
		Each student should make a list of different selling techniques they have observed. Discuss in class.	Salesmanship Fundamentals by Ernst (Gregg) Part 1 Chapter 1 Basic Sales Techniques by Texas

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
2. Knowledge of the importance of product & service information.	Demonstrate product & service information for at least 3 different items.	Student should select 3 different products & identify sales features, benefiting customers. Select several of the projects listed on pages 200-201 in Wingate's Fundamentals of Selling.	Basic Selling by Ernst (Gregg) Chapter 4 Fundamentals of Selling by Wingate (South-Western) Chapter 6d Salesmanship Fundamentals by Ernst (Gregg), Chapter 9 Part 3
3. Knowledge that product & service information needs to be effectively translated to customers as benefits.	Write 5 reasons why product information needs to be effectively translated to a customer as benefits.	Develop a product analysis sheet. Example: Sales Feature Facts — Selling Point Benefits 1. 2. 3. 4. Each student should do an analysis of a product.	Basic Selling by Ernst (Gregg) Chapter 4
4 Skill in determining the product & service information a sales person should use.	Prepare selling statements based on product knowledge.	Each student should prepare a notebook of merchandise information to help salespeople sell a particular product. Ask students what they think they need to know about the product: pencil, chalk, shirts, etc.	Retail Selling by Boily/Corey (Gregg, 2nd Ed) Unit 4 Chapter 7

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Students will prepare a basic sales demonstration which with use of more advanced techniques can be adopted for DECA Sales Demonstration contest.	*Indiana DECA Handbook* by Indiana DECA
B. Fundamentals of Sales Promotion	Given the appropriate information the student will be able to:		
1. Knowledge of the importance & purpose of advertising.	Demonstrate knowledge of advertising and its purpose in the marketplace.	Start the students collecting various forms of advertisements in magazines, newspapers, etc.	
		LAP #1, (ADV), Comp. 001, Compt. 061-065	
		List as many forms of advertisement the student can think of.	*Advertising in the Marketplace* by Burke (Gregg)
		Discuss the objections of advertising found in Wingate's *Fundamentals of Selling*, Chapter 13, p. 408	*Fundamentals of Selling* by Wingate (Southwestern) Chapter 13
2. Knowledge of the advantages & disadvantages of advertising media.	Know the advantages and limitations of various medias by writing down at least 2 for each media.	Discuss in groups each media and their limitations. Let students suggest limitations.	*Fundamentals of Selling* by Wingate (Southwestern) Chapters 13 & 14
		Using the various forms of advertising already collected discuss limitations of each plus t.v., radio, etc.	Advertising in the Marketplace by Burke (Gregg) Unit 2, Chapters 6, 7, & 8

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
3. Knowledge of the advertising ethics	Demonstrate the Knowledge of at least 2 types of advertising practices that are unethical.	Using advertising collected, discuss if they are false or misleading. IAP #8 (ADV), Comp. 82	
		Collect several examples of misleading advertising or discuss misleading t.v. advertising.	Fundamentals of Selling by Wingate (Southwestern) Chapter 16e.
4. Knowledge of the use of promotional & institutional advertising.	List 4 objectives of institutional advertising & 3 objectives of promotional advertising.	Using advertising collected, discuss promotional advertising versus institutional advertising.	Fundamentals of Selling by Wingate (Southwestern) Chapter 13 p. 408 Marketing & Distribution by Mason, (Gregg) Part 30
5. Knowledge of the purpose of display	Write an essay stating the purpose of display.	Have students write an essay on "Good Display of Merchandise is a Prime Factor in Developing a Customer's Interest". Should include 3 examples of stimulate customer's interest & 4 ways to do this. IAP #3 (DISPLAY), Comp. 237-A On a shopping trip, have each student observe & report on 3 store displays and why they selected those three.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
6. Knowledge of the basic types of displays.	Demonstrate a knowledge of five types of displays by describing each.	Each student should observe displays featured in your community, describe & make a sketch of at least five types of display. Have students arrange a basic counter display.	Display & Promotion by Smith (Gregg), Chapter 2 Project 2 Advertising & Display Merchandise by Samson (Southwestern), Chapters V, VI, VII
7. Knowledge of display design.	Submit a general plan for a display using color, harmony, balance, & proportion in the display.	Each student should plan to visit a local store display person & observe the construction of a display. Outside speaker from the display department on design. IAP #24 (DISPLAY) Com. 228	Advertising & Display Merchandise by Samson (Southwestern) Section V Projects 30, 31 The Promotion Function by Brown (Texas Series) Chap. 2
C. Safety in Marketing & Distribution Occupations	Given the appropriate information the student will be able to:		
1. Knowledge that safety is important on the job.	Demonstrate the knowledge of job safety by completing a test with 90% accuracy on the "Importance of Safety on the Job"	Prepare a skit showing how accidents can happen in several job situations. Invite Resource speaker, such as OSHA employee, to speak on job safety. IAP #2 (OPERATIONS) Comp. 751	Safety, You On The Job D.E. Materials Lab Do You Make Your Job Safe? Bulletin Board (OHIO D.E. Materials Lab)
2. Knowledge of basic safety principals.	Demonstrate the knowledge of basic safety principals by completing a test with 90% accuracy.	Have students design a safety check list of the school and/or job.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Each student should discuss safety with a local store manager, what does he look for in the store, etc? Report back to class. LAP #2 (OPERATIONS) Comp. 615	Safety & You On The Job by D.E. Materials Lab
3. Skill in using safe techniques when handling potentially dangerous items in the classroom such as staple guns, cleaning agents, knives, scissors, sign press, heavy items, etc.	Handle all classroom equipment safely throughout the school year.	Have several students demonstrate to the class how to handle various items safely. Demonstrate what can happen when equipment is not handled safely. LAP #2 (OPERATIONS) Comp. 732	Safety & You On The Job by D.E. Materials Lab

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J.C. Penny Co.
330 West 34th Street
New York, NY

Avon Books
959 8th Avenue
New York City, NY 10019
(available in hardback from
Pantham Books)

Fairchild Publishers
7 East 12th Street
New York, N.Y. 10003

Invest in America Council
121 S. Broad Street
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National Federation of Independent Businesses
150 W. 20th Avenue
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Sears-Roebuck Co.
303 East Ohio Street
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Charles Merrill Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

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Manchester Road
Manchester, MO 63011

McKnight & McKnight
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Instructional Materials Center
University of Texas
LCG-305
Austin, Texas 78712

Southwestern Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

Contract Research Corp.
25 Flandus Road
Belmont, Massachusetts 02178

A-V Department
Chamber of Commerce
1615 H. Street, N.W.

Phillips Petroleum Company
Educational Communications
4 A3 Phillips Building
Bartlesville, OK 74004

Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, NY 11040

Armour Dial, Inc.
Department PR
221 North La Salle Street
Chicago, IL 60601

DISTRIBUTIVE EDUCATION II
(SECOND YEAR)

BEHAVIOR GOALS FOR D.E. II (SECOND YEAR)
MARKETING AND DISTRIBUTION

The marketing and distribution course in the distributive education program will:

1. Enable students to successfully perform the duties and tasks required at the entry level in a distributive occupation.
2. Develop students' ability to secure and hold an entry level job in a distributive occupation.
3. Develop students' skills in the marketing, basic, social, and economic competencies.
4. Enable students to continue to participate in appropriate co-curricular DECA activities.
5. Enable students to assess their personal characteristics and needs in relation to their career objectives.
6. Enable students to understand the economics of marketing.
7. Enable students to understand the psychology of consumer relations.

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
I. Introduction to Distributive Education II	Given the appropriate information the student will be able to:		
A. Scope and Importance of Distributive Education II			
1. Knowledge of Distributive Education II Class operation.	Demonstrate their understanding of classroom operations by successively performing in a variety of classroom activities and by completing various administrative functions assigned by the teacher.	Have students assist in the completion of various administrative functions such as keeping the instructional area in order, checking out and filing instructional materials etc. Have students prepare an operations manual covering daily activities, program rules, etc.	LAPS HANDBOOK By IDECC Class syllabus (prepared by the teacher to explain aspects of his/her program)
2. Knowledge of the Distributive Education II Program goals.	Describe briefly the goals for Distributive Education II.	Have students read the goals from one of the resources and write a paper explaining how the accomplishment of these goals will be of value to them in the business world.	Indiana Competency-Based D.E. Curriculum Project
3. Attitude that Distributive Education is a valued and relevant program	Demonstrate a positive attitude toward the D.E. program in their daily activities, discussions with other students, parents, and others with whom they come in daily contact.	Have students view film: "The Marketeers: Careers in Marketing and Distribution"	Indiana University A-V Center, #ESC-1496 (Alternates #ESC-1481, "Marketing" and #ESC-1438, "Marketing and Distribution" "Your Career in Marketing", Part #12

COMPETE[illegible]Y OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE[illegible]AL
		Have students listen to panel discussion on the values of the D.E. program given by successful graduates of a D.E. program and/or local businessmen enthusiastic about the program.	Channels of Distribution (Ohio D.E. Materials Lab #105-B7)
4. Knowledge of the cooperative program, project plan, and the operating procedures of each.	Distinguish between the cooperative program and project plan.	Present the students with a talk comparing and contrasting the two programs.	A Guide for Cooperative Vocational Education by Indiana Department of Public Instruction, Division of Vocational Education
		Have students participate in a discussion of the pros and cons of each. (If possible, may also wish to have students who have participated in both programs conduct a panel discussion)	Your Career in Marketing, pp. 134-138.
5. Knowledge of the job responsibilities involved with the individual's cooperative program.	List and discuss the responsibilities involved with the individual's cooperative program.	Have students complete activities included in Know Your Training Station.	Ohio D.E. Materials Lab #S17-E4 Your Career in Marketing Part 19
6. Skill in following instructions in an expedient and enthusiastic and cooperative manner.	Participate in classroom activities in an expedient and enthusiastic and cooperative manner.	Have students brainstorm reasons for following instructions in an expedient and enthusiastic manner. LAP 45 (comm.), comp. 124	Enthusiasm Makes the Differenct, Chapter 5
		Show film: "Your Job: Fitting In" and synthesize important points with a discussion.	Indiana State University A-V #C-782

COMPETEN OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE AL
		Discuss ten foundations for building good relationships with supervisors.	Retailing Principles and Practices, Part 39 B.C. Hints for Understanding Your Boss, Ohio D.E. Materials Lab #B01-F4
7. Knowledge of local, state, and federal employment laws.	Describe those laws that are relevant to their employment to include E.E.O., child labor laws, and minimum wages.	Have students complete the exercises dealing with employee welfare on pp. 515-516. Show film and follow-up by having students discuss key points.	Retailing Principles and Practices, Part 60 Film: "Job Discrimination-Doing Something About It" Indiana University A-V Center #CSC-2726 (Alternate film: "The Prejudice Film" Ball State A-V Center Retail Merchandising, Chapter 18, Part d Modern Business Management, Chapter 21 Your Career in Marketing, pp. 127-129 Guide for Employers of Minors, Indiana Division of Labor (other publications also available)
B. DECA Activities	Given the appropriate information the student will be able to:		
1. Skill in carrying out a program of activities consistent with DECA guidelines.	Explain why DECA is of value to the student. Describe the meanings behind the four sides of the DECA program.	Have advanced students give a presentation to these students on the meaning of DECA.	Your Career in Marketing, pp. 139-142 Developing a Program of Activities for Local DECA Chapters, Ohio D.E. Materials Lab #S12-E3

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
			Ideas for Local DECA Projects, Ohio D.E. Materials Lab #S15-E4
2. Skill in making presentations on distributive education and DECA to civic and service organizations, student groups, and other interested parties.	Makes a presentation to a group "selling" them on the value of D.E. and DECA.	Have students prepare individual presentations to be given to the rest of the class. Critique and reaccomplish.	Salesmanship, pp. 472-475 Salesmanship Fundamentals, Chapter 1
3. Skill in applying parlimentary procedure in conducting local chapter meetings.	Actively and properly participate in local chapter meetings.	Read Parlimentary Procedure View film: "Parlimentary Procedure in Action." Conduct a meeting and critique the performances.	Parlimentary Procedure, Ohio D.E. Materials Lab #119-C5 Film: "Parlimentary Procedure in Action" Indiana University A-V Center, #CSC 1659 The How of Parlimentary Procedure, Instructional Materials Center, University of Texas
4. Skill in carrying out a markettin research project.	Complete a group marketing research project.	Divide the class into groups and have them conduct a marketing research project, after which each will be presented to and critiqued by the class.	Retailing Principles and Practices, Part 40 Marketing and Distribution, Unit 6 Marketing in Action, Chapter 10 Oklahoma Distributive Education's D.E. III Course of Study, Topic II

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
5. Skill in entering and participating in DECA activities at the local, district, and state levels.	Actually participate in DECA events.	Lecture outlining the different competitive events. Class discussion on the value of participation and the mechanics of preparing to participate.	DECA Handbook by DECA D.E. is Competition, Ohio D.E. Materials Lab #B07-F6 (a promotional bulletin board) You be the Judge: Advertising, Ohio D.E. Materials Lab #S30-F2 You be the Judge: Display Ohio D.E. Materials Lab #S31-F2 and #V16-X6 Sample DECA Merchandise Manual, Ohio D.E. Materials Lab #S21-E6 Sample State DECA Tests, Ohio D.E. Materials Lab #S25-E7
6. Skill in demonstrating initiative and creativity in selected problem solving situations.	Given a problem, solve it using one of several systematic approaches, describing each step in the process.	Brainstorm the types of problems with which an individual is confronted. Discuss approaches one might take in finding a solution to a problem.	Marketing in Action, pp. 231-236 Business Principles and Management, pp. 495-498 Salesmanship Fundamentals, Chapter 18
C. Career Development	Given the appropriate information the student will be able to:		
1. Knowledge that choosing a career is more than just getting a job.	Describe why a person works in terms of Maslow's hierarchy of needs.	Lead students in a class discussion of Part 38 of the text to personalize Maslow's concepts.	Retailing: Principles and Practices, Part 38

COMPETE OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE
2. Skill in planning and reviewing career objectives	Review career plans.	Have students review (or make) career plans using the listed resources then justify their decisions in terms of supply and demand projections, personal strengths and weaknesses, personal needs, etc.	Retail Merchandising, Chapter 19, Part a Retailing: Principles and Practices, Part 37 Occupational Outlook Handbook by Labor Statistics Bureau Your Career in Marketing, Part 38 Choose Occupational Goals that Fit, Ohio D.E. Materials Lab #B03-F4
3. Skill in identifying career objectives within a marketing job cluster.	Select priority jobs in job clusters of interest to him/her	Select three jobs in different job clusters that are of interest to him/her and rank them in order to which each might satisfy personal objectives, describing his/her rationale.	Careers in Marketing, Gregg Film: "Marketing", Indiana University A-V Center #ESC-1481, (Alternate: #ESC-1496, "The Marketeers: Careers in Marketing and Distribution") Dictionary of Occupational Titles by Labor Statistics Bureau
4. Skill in writing a resumé and letters of application.	Develop a resumé or personal data sheet and write a letter of application to a hypothetical company.	Have students read one of the resources, follow-up by conducting a class discussion on the key points.	Retail Merchandising, Chapter 19, Part b and c Retailing Principles and Practices, pp. 15-17 Salesmanship Fundamentals, Chapter 24 Fundamentals of Selling, Chapter 3, Part d

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
			Survival in the World of Work, Ohio D.E. Materials Lab #129-D2 D.E. II Course of Studies, Oklahoma Distributive Education
5. Knowledge of requirements necessary for job entry and advancement in marketing and distribution.	Describe qualities necessary for entry into and advancement in a marketing and distribution occupation.	Utilizing the resources to prime the generation of requirements for success in the distributive occupations. Brainstorm a list of factors employers like and those they dislike. (Students may be divided into groups--per reference). Have a general manager of a department store talk to the class on the topic.	Retailing Principles and Practices, Parts 1 and 39 Retail Merchandising, Chapter 19, Part e Marketing in Action, Chapter 18, Part d Fundamentals of Selling, Chapter 3
II. Distribution in the Economy A. American Business and the Free Enterprise System	Given the appropriate information the student will be able to:		
1. Knowledge of the role of business in our society.	Synthesize the role business plays in a market economy and the American society.	Write a paper on the role business plays in the student's community. (May wish them to consider what life would be like without business.)	Modern Business Management, Chapter 1 Retail Merchandising, Chapter 1 Marketing in Action, Chapter 3 Marketing and Distribution, Part 1

COMPETEN[illegible] OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE[illegible]
			Business Principles and Management, Chapter 2
2. Knowledge of the relationships among elements in the organization of a business, including the management function.	Describe four functions managers perform and elaborate on what takes place in each. Discuss goal setting and planning devices available.	Read chapters 28 and 29 and answer the "Reading Checkup" questions.	Business Principles and Management, Unit VIII
3. Knowledge of the concepts of sole proprietorship, partnership, corporations, and cooperatives.	Compare and contrast proprietorships, partnerships, and corporations.	Either have students read Unit II or present the material to them in lecture form, follow with the film, and have class discussion on why Joe and Don may have selected the partnership over the other two alternatives. OR: Substitute a class discussion of the pros and cons of each of the three for the film.	
		Have a small business owner talk to the class about his decision to select one of the three.	Your Career in Marketing, Part 16
4. Knowledge of the federal, state and local regulations affecting competition.	Describe how the government controls monopolies, the functions of the Environmental Protection Agency and the Bureau of Standards and the meaning of fair trade laws and trademarks.	Have students read Chapter 30 (or lecture) and discuss the key points.	Business Principles and Management, Chapter 30
	Generalize the reason(s) regulations are necessary.	Have students read Chapter 18 a-c and write an essay justifying the existance of regulations.	Retail Merchandising, Chapter 18, Parts a-c

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
B. Retailing, Service, and Wholesaling	Given the appropriate information the student will be able to:		
1. Increased knowledge of the types of retail, service, and wholesale establishments.	Classify businesses according to one of the three categories.	Field trip to some of the establishments with which the student might be unfamiliar. Have students take phone directory "yellow pages" and classify businesses as retailing, service, or wholesaling using information from the resources to support their decision.	Retailing Principles and Practices, Part 6, "Types of Retail Businesses" and p. 585 Film: "Jobs in the City: Distribution," Indiana University A-V Center, #ESC-1254 Film: "Jobs in the City: Services," Indiana University A-V Center, #ESC-1193 Your Career in Marketing, Units 4 and 5
2. Increased knowledge of basic retailing, service, and wholesaling activities	Compare and contrast the activities that take place in retailing service and wholesaling.	Divide students into groups and have them assume the role of a businessman in one of the three categories and, after research and preparation give a talk describing the activities their particular type of business engages in.	Your Career in Marketing, Part 2, "Marketing in Action" Retail Merchandising, pp. 132-135 Marketing in Action, Chapter 4
3. Increased knowledge of retailing, service, and wholesaling as a function of our economic system.	Synthesize the role played by retailing, service, and wholesaling in the American economic system.	Have the students read Unit I, write a paper describing the role of retailing, service, and wholesaling in our economic system, and participate in a class discussion of the topic.	Business Principles and Management, Unit I

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
III. Social Skills A. Business and Social Skills	Given the appropriate information the student will be able to:		
1. Knowledge and attitude that an employee must be willing to accept and adjust to changes.	Daily demonstrate the ability and desire to accept and adjust to changes in his/her environment.	After reading "The Oak and the Reed" the student will verbally or in writing describe an incident in his/her life that exemplifies this principle. LAP #14 (HR), Comp. 316 LAP #15 (HR), Comp. 301	Aesop's Fables "The Oak and the Reed"
2. Skill in suggesting changes to management.	Suggest changes to an authority figure in a manner that will have a high probability of being accepted.	Have students read the reference (or lecture over the material) and discuss "Twelve ways to win people to your way of thinking" and how these principles may be put to use in their D.E. activities. Have students role play the suggesting of a change to a superior.	How to Win Friends and Influence People, Part III
B. Human Relations	Given the appropriate information the student will be able to:		
1. Knowledge of how to build sound working relationships in "forced" associations.	Synthesize techniques for building sound and harmoneous relationships.	LAP #19 (HR), Comp. 269 LAP #21 (HR), Comp. 313 Participate in structured experience #21, "Dyadic Encounter: A Program for Developing Relationships."	A Handbook of Structured Experiences for Human Relations Training Psychology and Human Relations in Marketing (Gregg)

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
			How to Win Friends and Influence People, Part II
2. Knowledge of how to develop and maintain a pleasant working environment.	Demonstrate in daily activities the ability to work with others in a congenial and constructive manner.	LAP 39 (HR), Comp. 266 Have the students participate in Human Relations Game. Have the class complete "Sales Puzzle: Information Sharing".	Ohio State D.E. Materials #S14-E3 A Handbook of Structured Experiences for Human Relations Training, Vol. V, No. 155
3. Skill in maintaining an objective point of view in problem situations	After listening to or reading presentations of two sides to an issue, identify main points, supporting points, and biases displayed.	Have students complete Chapter 2 of Communications in Marketing. Lead students through "Broken Squares: Nonverbal Problem-Solving".	Communications in Marketing, Gregg Series A Handbook of Structured Experiences for Human Relations Training, Vol. 1, No. 7 Retailing Principles and Practices, Part 56
C. Ethics	Given the appropriate information the student will be able to:		
1. Knowledge, skills, and attitudes necessary to avoid making misrepresentations of people, products, and policies to others (Use honesty in dealing with others)	Rephrase statements of half truths into ethical statements.	Read "Ethics in Selling" and answer end of section questions.	Retailing Principles and Practices, Part 63
	Exhibit ethical qualities in daily D.E. activities.	LAP 24 (HR), Comp. 289	Salesmanship Fundamentals, pp. 76-79, 336-337 and 439-442

COMPETE OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE L
IV. Basic Skills A. Communications	Given the appropriate information the student will be able to:		
1. Knowledge that communications between the various departments and divisions within a business will result in a more efficient operation with mutual benefits to all.	Explain why communications is important to efficient business operations.	After having the students research the references, brainstorm benefits that might result from effective communications within a company. Lead the class through "Hollow Square: A Communication Experiment".	Business Principles and Management, pp. 477-482 Communications in Marketing Chapter I A Handbook of Structured Experiences for Human Relations Training, Vol I No. 33
2. Knowledge and attitude that the business's personnel policies are established for the benefit of the business and the employees	List seven functions of the personnel department and explain the reasons policies are needed	Read "Personnel Management". LAP 40 (HR), Comp. 308	Business Principles and Management, Chapter 25 Retail Merchandising, Chapter 5, Part E
3. Knowledge that a company's policies enables the goals of the firm to be carried out and enables each person employed to make a contribution to its successful operation.	Synthesize the relationship between the goals of the firm, the members of that firm, and the firm's policies.		
	Define policies and goals.	Have the students look up the definitions of policies and goals. LAP 44 (HR), Comp. 325 Divide the class into groups and have them take a problem solving approach in determining this relationship (with the aid of the resources)	Modern Business Management, Chapter 6

COMPETENCY OUTLINES	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
4. Knowledge and attitude that attending departmental and/or business-wide meetings is a good way to keep informed of promotions, changing methods, and operating changes.	Display a positive attitude toward departmental meetings.	Lead students through "Intergroup Meeting: An Image Change." Have students brainstorm reasons for having departmental business meetings. LAP 53 (COMM), Comp. 149	A Handbook of Structured Experiences for Human Relations Training, Vol. III No. 68 Communications in Marketing, Chapter 1 Modern Business Management, Chapter 9
5. Skill in communicating effectively with customers, co-workers, and supervisors.	Display the ability to communicate effectively with customers, co-workers, and supervisors.	Complete manual "Communications in Distribution." LAP 16 (COMM), Comp. 127 LAP 42 (COMM), Comp. 160	Ohio State D.E. Materials Lab: "Communications is Distribution" (106-B7) Your Career in Marketing, pp. 144-148
6. Knowledge of the situations in which one should use technical language and the situations in which one may use commonly understood language.	Differentiate between the appropriate occasions for using technical language and those for using commonly understood language.	Have students complete the activities in the Job Activity Guide, Part 14, related to communication skills. Lead students through "Babel: Interpersonal Communication" LAP 12 (COMM), Comp. 143 LAP 13 (COMM), Comp. 123	Your Career in Marketing, pp. 144-149 (and the Job Activity Guide for this text) A Handbook of Structured Experiences for Human Relations, Vol. V, No. 153 Job Activity Guide for this text
7. Skill in using effective written communications when completing selected forms and reports.	Complete given forms and reports in a manner that will communicate the intended message.	Describe the types of records necessary in a typical business and explain why they are needed. LAP 27 (COMM), Comp. 094 Read and answer questions at the end of "Business Forms."	Retail Merchandising, Chapter 15 Math Workbook: Food Service/ Lodging, pp. 158-163

COMPET[illegible] OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE[illegible]
B. Mathematics	Given the appropriate information the student will be able to:		
1. Skill in making change.	Demonstrate the ability to make change in an efficient and courteous manner.	In pairs, practice making change for varying amounts.	
		Complete "Part B, Making Change."	Mathematics in Marketing, p. 38
		Complete "How to Make Change."	Math Workbook: Food Service/Lodging, pp. 39
			Retail Merchandising, pp. 374-376
2. Skill in the use of sales slips.	Complete a sales check accurately and quickly including the calculation of sales taxes, parcel post rates, and C.O.D. charges.	Complete "Preparing Sales Checks."	Mathematics in Marketing, pp. 22-37, 38-44
		LAP 10 (MATH), Comp. 390	Retail Merchandising, pp. 363-366
3. Skill in cash register operations.	Operate a cash register in a manner that will allow the sale to be concluded in an expedient and timely manner.	Read "The Cash Register" and respond to section questions.	Mathematics in Marketing, Chapter 3
	Close and prove cash.	Read "Cash Receipts Report" and respond to the end of section questions.	Math Workbook: Food Service/Lodging, pp. 156-157
		LAP 13-17 (MATH), Comp. 386, 354, 389, 361	Checker-Cashier, South-Western D.E. Series Retail Merchandising, Chapter 12, Part A
4. Skill in planning and using a personal budget.	Develop a realistic personal budget.	Show film on budgeting and give the class local classified ads, a reasonable hypothetical check, etc. so they might each produce a personal budget.	Film: "Consumer Skills: Budgeting Your Money" Indiana University A-V Center #BSC-160

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
5. Knowledge of the concept of credit and how it is used.	Describe the means by which records are maintained and the store reserves payment for credit purchases.	Read and respond to workbook questions in Part 30 (Credit Accounts). Show film on credit buying and lead class in a discussion of the key points.	Retailing: Principles and Practices, Part 30 Film: "Consumer Skills: Buying on Credit," Indiana University A-V, #BSC-163 Retail Merchandising, pp. 156-170 Credit and Collections, South-Western D.E. Series Basic Retail Credit, D.E. Instructional Materials Lab, University of Texas at Austin
6. Knowledge of the concept of savings.	Explain benefits of saving to the individual and to those who use the money.	Show film to class and follow with a discussion of the key points relating them to the student's personal life.	Film: "Consumer Skills: Saving and Investing," Indiana University A-V Center, #BSC-165 Retail Merchandising, p. 117. Retailing Principles and Practices, p. 413. Materials from local banking institutions Business Principles and Management, Chapter 17
7. Knowledge of pay-checks and deductions.	Verify deductions made from total earnings to insure net earnings are correct.	Read "Payroll Calculations" and discuss chapter questions.	Mathematics in Marketing, Chapter 8 Retailing Principles and Practices, Unit 1, Part 3

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
V. Marketing A. Selling	Given the appropriate information the student will be able to:		
1. Knowledge, skills, and attitudes necessary to represent the business favorable to customers and other people outside the business.	Derive techniques that will create a positive business image and generate a rationale that will support these.	Write a paper emphasizing the importance of the individual's role in helping create and maintain a favorable business image.	Retailing: Principles and Practices, Part 31 and Part 39 Fundamentals of Selling, pp. 145-150 Salesmanship Fundamentals, Chapter 5 Dress to Impress, Ohio D.E. Materials Lab. #109-C1 Turn and Learn for Successful Selling, by Sears
2. Knowledge of how the characteristics of past and present consumers may be used to project characteristics of future consumers.	Research a given product and use the information to develop a marketing strategy.	Have students complete selected "problems and projects" from p. 187 Have students complete Part 20 of the Project Activity Guide for Marketing and Distribution Invite someone from a marketing research company to talk to the class on the need for marketing research.	Marketing in Action, Chapter 8 and pp. 229-230 Marketing and Distribution, Part 20 Salesmanship, pp. 537-539 Marketing Research, Ohio D.E. Materials Lab., #118-C4
3. Skill in determining the effect of consumer mobility on planning new sales promotions.	Define consumer mobility. Discuss an example of how consumer mobility effects the planning of new sales promotions.	Form the students into groups with the charge to generate as many effects as possible.	Retailing Principles and Practices, p. 209 Marketing in Action, Chapter 8, Part B

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
4. Knowledge of the types of consumers.	Describe three customer types and ten customer dispositions and appropriate actions a sales person may take to deal with them.	Have the students pair off and role play the proper approach for each type and disposition.	*Fundamentals of Selling*, pp. 118-123 *Retailing Principles and Practices*, Part 7
5. Knowledge of disposable and discretionary income.	Distinguish between disposable and discretionary income.	Estimate the disposable income for a typical family.	*Marketing and Distribution*, pp. 52-56 *Your Career in Marketing*, pp. 187-190 *Retailing Principles and Practices*, pp. 209-210
6. Knowledge of rational and emotional buying motives.	Define motives. Differentiate between rational and emotional buying motives.	Complete exercises in *Problems and Projects for Retailing Principles and Practices*, Part 23.	*Retailing Principles and Practices*, Part 23 *Your Career in Marketing*, p. 188 *Fundamentals of Selling*, pp. 116-117
7. Knowledge of basic and learned buying motives primary and selective buying motives.	Compare and contrast basic and learned buying motives.	Analyze personal basic and learned buying motives with respect to a recent purchase.	*Marketing in Action*, pp. 195-199
	Compare and contrast primary and selective buying motives.	Analyze personal primary and selective buying motives with respect to a recent purchase.	*Fundamentals of Selling*, pp. 112-118
8. Knowledge of patronage motives.	Define patronage buying motive	Research various resources fo the definition.	*Retailing Principles and Practices*, pp. 217
	Recall some patronage buying buying motives from recent purchases.	Brainstorm examples of patronage buying motives. LAP 5 (SELLING), Comp. 936	*Fundamentals of Selling*, pp. 112-116

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
9. Knowledge of how behavior is motivated.	Explain how an individual's behavior is effected by his position on Maslow's Hierarchy of Needs.	Explain Maslow's Hierarchy (or have them read the reference) and ask them to generate examples of how their personal behavior has been motivated by their position on the Hierarch of Needs.	Retailing Principles and Practices, Part 38
10. Knowledge of how motivation effects buying decisions.	Given the description of a potential buyer hypothesize his/her motives for possibly making a purchase.	Have students read and discuss motivations behind buying decisions. LAP 7 (SELLING), Comp. 919 LAP 38 (SELLING), Comp. 883	Retailing Principles and Practices, Part 23 and 24
11. Knowledge of the special customer services and accommodations needed to build customer goodwill and help increase sales.	Develop a program that will build goodwill within a business.	From their personal shopping experiences, have students develop a list of services and accommodations used by stores to build goodwill. LAP 47 (SELLING), Comp. 828	Salesmanship, Chapter 19 Retail Merchandising, pp. 111-112, 265-366 Fundamentals of Selling, Chapter 7, Part D Salesmanship Fundamentals, See Index
12. Skill in interpreting company policies to customers.	Interpret store policies to a customer in a positive and congenial manner.	Give the students a list of policies to a hypothetical store and have them role play interpretaion to the customer (another student). LAP 20 (COMM), Comp. 117	Retailing Principles and Practices, p. 34
13. Attitude of the importance of performing tasks in addition to those that are required by the job situations.	Display in dailyactivties that he/she is willing to do more than the bare minimum.	Have students complete selected activities in Problems and Projects for Retailing Principles and Practices.	Retail Merchandising, Chapter 19, Part E (p. 616) Retailing Principles and Practices, Part 39 Marketing and Distribution, pp. 532-537

COMPETENCY OUTLINE	PERFORMANCE OBJECITVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		LAP 66 (HUMAN RELATIONS), Comp. 333	Fundamentals of Selling, Chapter 3, Part C
14. Skill in making the sale (the process).	Demonstrate the ability to confidently complete all the steps of a sale.	Role play a sales transaction using the appropriate steps.	Marketing and Distribution, Part 35 Salesmanship Fundamentals, Chapter 1 Salesmanship, pp. 17-18
		Have students listen to "Ten Steps to a Planned Sales Presentation."	Ohio D.E. Materials Lab, #V08-W1
15. Attitudes that will improve his/her ability to develop a sincere interest in customers and their problems (EMPATHY TOWARD CUSTOMERS) and adapt accordingly.	Describe why it is important to show interest in customers and their problems. Demonstrate in role playing situation the ability to adapt to the needs of the customer.	Have the class discuss "Discussion Questions" on page 429. LAP 29 (HUMAN RELATIONS), Comp. 288 LAP 28 (HUMAN RELATIONS), Comp. 280	Salesmanship, Chapter 19 Marketing in Action, pp. 91-91 Retail Merchandising, p. 349 (Proper Selling Attitude) Retailing Principles and Practices, pp. 58-63 Marketing and Distribution, pp. 392-393 Fundamentals of Selling, pp. 84-85 How to Win Friends and Influence People, Chapter 1

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
16. Skills in handling telephone orders, complaints, and messages via the telephone in a manner that will lead to customer satisfaction.	Exhibit the ability to handle orders, complaints, and messages in a manner that will support the desired image of the business.	Have a representative of the local phone company give a presentation. Role play the handling of telephone orders, complaints, and messages. LAP 21 (SELLING), Comp. 835	Various resources from your local phone company. Salesmanship, pp. 441-445 Retailing Principles and Practices, pp. 395-397 Retail Merchandising, pp. 384-395 Fundamentals of Selling, Chapter 12, Part B Salesmanship Fundamentals, pp. 348-356
17. Knowledge of the existence of various publications on consumer products information.	List and describe several publications on product information available to the consumer.	Have the students review copies of Consumer Reports, Buying Guide, etc.	Fundamentals of Selling, pp. 193-195 and 288-289
18. Knowledge of the various consumer movements and consumer protection programs.	Describe some of the causes of the consumer movement and synthesize what the effects will be for retailing.	Have students complete end-of-section questions. Have students complete Part 5 of the Job Activity Guide. Have students view one of several films on consumer movements.	Retailing Principles and Practices, Part 41 Your Career in Marketing, Part 5 "The Consumer Movement," Indiana University A-V Center, #CSC-2560 Salesmanship Fundamentals, pp. 15 and 18-22

COMPETEN OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATE L
19. Knowledge of how consumer protection programs effect the marketing process.	Explain how consumer protection programs effect the marketing process.	Have students complete selected exercises in Unit 14 of Problems and Projects.	Retailing Principles and Practices, Part 42
20. Knowledge of those techniques and practices used by the consumer.	List and describe the sequence used by consumers in making a purchasing decision.	Have students describe the decision process used in a recent purchase highlighting the steps outlined in the resources.	
		Have students view film and follow with a discussion of the key concepts.	The Consumer Game, Indiana University A-V Center, #CSC-2476 Fundamentals of Selling, p. 122 Salesmanship Fundamentals, pp. 188-191 Retailing Principles and Practices, pp. 521-529
21. Knowledge of the difficulty in passing new legislation protecting the consumer's buying decision.	After studying and reading about consumer ligislation, hypothesize difficulties in passing them.	Have students read selections on consumer law and discuss difficulties that might exist in their passage.	Retailing Principles and Practices, pp. 364-369 Fundamentals of Selling, Chapter 16, Part C Salesmanship Fundamentals, Chapter 23

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
22. Knowledge of the value of sales conferences, sales or company meetings, training sessions, bulletin boards, copies of the company's advertising and promotional prices, and other available information.	Acceptance of the participation in these activities.	LAP 27 (Prod. and Svc. Tech.), Comp. 580	Marketing in Action, Chapter 8, Part D and pp. 234-236 Fundamentals of Selling, pp. 192-193
B. Product and Service Technology	Given the appropriate information the student will be able to:		
1. Knowledge of how product information may be obtained from the merchandise itself	List the types of information attainable from the merchandise itself.	LAP 20 (P and S), Comp. 559	Fundamentals of Selling, p. 190
2. Knowledge of the kinds of valuable information that may be obtained from the consumers of merchandise.	List the kinds of information attainable from customers.	Have students generate ideas on what may be learned from the consumer and how one might go about obtaining such product knowledge.	Fundamentals of Selling, pp. 190-191 Salesmanship Fundamentals, pp. 162-163
3. Knowledge of how to secure information from fellow workers, superiors, and competitors.	List the kinds of information that can be attained from fellow workers, superiors, and competitors and how it might be obtained.	LAP 24 (P and S), Comp. 585	Fundamentals of Selling, p. 192

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
4. Skill in using information supplied by manufacturer's representatives.	Use information supplied by a manufacturer's representative in a simulated sales situation.	Role play a sales transaction with emphasis on the delivery of the information gained from manufacturer's representatives. LAP 25 (P and S Tech.), Comp. 556 LAP 12 (Merchandising), Comp. 491	Fundamentals of Selling, Chapter 6, Part E
5. Knowledge that a salesperson must have sufficient knowledge of the merchandise to be sold in order to answer a customer's questions satisfactorily.	Justify time spent in search of product knowledge.	Have students role play sales transactions with other students demonstrating how product knowledge is put to use. LAP 26 (P and S Tech.), Comp. 586	Salesmanship, Chapter 8 Salesmanship Fundamentals, Chapter 9 Fundamentals of Selling, Chapter 6, Part E
6. Knowledge of the locations of departments and merchandise within the business.	Explain the importance of knowing the location of products and services with respect to the customer.	LAP 24 (Sell), Comp. 839 In a class discussion, have the students generate reasons for knowing the store layout--after having read the reference.	Retailing Principles and Practices, Part 32
7. Skill in handling customer inquiries for general information.	In a role playing exercise, successfully field customer inquiries with respect to a product.	Have the students read Chapter 6, Part E	Fundamentals of Selling, Chapter 6, Part E Salesmanship, pp. 173-174 Retailing Principles and Practices, Part 26

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
8. Knowledge of how sizes, names, and descriptions enable the salesman to relate to the customer's needs in various product areas.	Explain how sizes, names, and descriptions enable sales persons to relate to the needs of the customers.	Assign different product areas to different groups and have them develop a presentation to be given before the rest of the class on how knowledge of sizes, names, and descriptions enables them as salespersons to relate to the customer's needs.	Retailing Principles and Practices, Part 25 Fundamentals of Selling, pp. 187-188
9. Knowledge of how to utilize regulations and other authoritative information in informing customers about the merchandise they want to purchase.	Describe the kinds of information from regulations and authoritative sources.	Using the reference, have the students generate a list of the kinds of information. Have an attorney talk to the class on this topic. LAP 39 (Selling), Comp. 863	Retailing Principles and Practices, pp. 510-513 Salesmanship Fundamentals, Chapter 23
10. Knowledge of the importance of increasing one's product knowledge through in-service training.	Define in-service training.		
	Discuss the kinds of information that can be communicated through in-service training.	Brainstorm to produce the kinds of product knowledge that might be communicated through such training.	Salesmanship Fundamentals, Chapter 5 Business Principles and Management, pp. 521-524
11. Attitude of the importance of reading trade and business journals and publications to become more aware of fashion and style information, product knowledge, and business trends.	Describe the value of information in trade and business journals and publications to the salesperson.	Have the students look through copies of trade and business journals and publications then discuss the value of the information to the salesperson. LAP 23 (P and S Tech.), Comp. 581	Retailing Principles and Practices, pp. 579-580 Fundamentals of Selling, pp. 195-421

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
12. Knowledge of the value of brand names.	Define the expense involved in creating a well-known brand name.	Have students write a justification for using brand names after reading the resources.	Fundamentals of Selling, Chapter 6, Part B
	Describe some additional legal responsibilities placed upon those using brand names.	Have the class discuss legal responsibilities involved with using brand names.	Salesmanship Fundamentals, pp. 432-433
		Show film and discuss key points.	Film: "Brand Names and Labeling Games:, Indiana University A-V Center, #CSC 2542
		LAP 38 (Prod. and Svc. Tech.), Comp. 561	Salesmanship, pp. 168-169
13. Knowledge of the testing and rating agencies.	List and describe the value of testing and rating agencies.	Have students examine reports and publications of several testing and rating agencies and discuss the value of these to the customer and to the salesperson.	Fundamentals of Selling, pp. 288-289 Retail Merchandising, pp. 11 and 334
14. Knowledge of guarantees and warranties.	Distinguish between the following: 1. expressed warranty implied warranty 2. limited warranty and full warranty 3. guarantees and warranties	Have the students distinguish between: (1) expressed and implies warranties, (2) limited and full warranties, and (3) guarantees and warranties.	Fundamentals of Selling, pp. 516-518 Retailing Principles and Practices, p. 372
15. Knowledge of the concept of and procedures involved in credit as a service offered by the business.	Define key terms dealing with credit.	Have students research articles in order to define terms listed on page 223 of Fundamentals of Selling.	Fundamentals of Selling, Chapter 7, Part C
	Make the calculations necessary for handling credit sales.	Have students complete Chapter 8 in the Student Activity Guide for Salesmanship.	Salesmanship Fundamentals, Chapter 8

COMPETENC UTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATER
		(con't) Fundamentals after reading Chapter 8 of the text. LAP 15 (Selling), Comp. 824 LAP 16 (Selling), Comp. 889	Salesmanship, pp. 423-427 Film: "Consumer Skills: Buying on Credit", Indiana University A-V Center, #BSC-163
C. Sales Promotion	Given the appropriate information the student will be able to:		
1. Knowledge of the effect of sales promotions on the consumer's buying decision.	Explain how sales promotions are conducted and how they affect the customer's buying decision.	Have students complete exercises from Unit 24 of Problems and Projects for Retailing Principles and Practices using the same unit of the test as a reference. LAP (Advertising)	Marketing in Action, Chapter 15 Retailing Principles and Practices, Unit 24
2. Knowledge of how merchandise is advertised (including brand names, prices, available sizes, colors, styles, and models) in order to better promote or sell it.	Explain the overall advertising process from the decision making process to an advertisement to the placing of the ad in a medium.	Have someone from an advertising agency or responsible for advertising within a marketing and distribution organization speak to the class. LAP 1 (Ad), Comp. 001	Retail Merchandising, Chapter 13 Marketing in Action, Chapter 13 Marketing and Distribution, Part 30 Fundamentals of Selling, Chapter 13 Salesmanship, Chapter 10

COMPETEN OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERI
3. Attitude that advertising should be complimented with attractive displays and efficient sales force.	Explain why it is necessary to coordinate advertising with attractive displays and an efficient sales force.	Have students read different references and, after discussing it among others in their group, describe what can happen in situations where advertising, display, and personal sales efforts are not coordinated; have them discuss principles concerned with such coordination. LAP 7 (Ad), Comp. 039 LAP 9 (Ad), Comp. 053	Retailing Principles and Practices, Part 16 Marketing in Action, Chapter 13 Retail Merchandising, Chapter 13, Part A Salesmanship, pp. 197-202 Fundamentals of Selling, Chapter 13, Part A
4. Skill in building displays.	Construct display using sound display principles.	Read "Principles of Display" and respond to section questions. Divide the students into group and have them construct a display using techniques described in the references. LAP's on Display	Fundamentals of Selling, Chapter 14, Part D Retail Merchandising, Chapter 14, Part E
5. Knowledge to develop the control theme of the basic idea for ads.	Explain the basis principles represented by the acronym AIDA.	Using the text as a reference, have the students develop an advertisement utilizing the acronym. Have students view film.	Fundamentals of Selling, pp. 412-413 Film: "Effective Writing: Learning from Advertising Language," Indiana University A-V Center, #ESC-1335
6. Knowledge and skill in the design of ad layout for newspapers.	Given a product, design an ad for a newspaper.	Complete exercises in Problems and Projects for Retailing Principles and Practices, Unit 18.	Retailing Principles and Practices, Unit 18 Fundamentals of Selling, Chapter 13, Part B

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIALS
		Divide students into groups and have them develop an advertisement for a local newspaper; have the class judge these based on criteria they have developed after referring to the references. LAP 9 (Display), Comp. 175	*Salesmanship*, pp. 206-207
7. Skill in expressing factual information in copy writing.	When provided with information on a product, produce copy presenting the facts in a clear and concise manner.	Have students write advertising copy from basic information and allow them to compare it with others.	*Salesmanship*, pp. 205-206 *Retail Merchandising*, Chapter 13, Part E
		Have students complete selected exercises in *Problems and Projects for Retailing Principles and Practices*.	*Retailing Principles and Practices*, Part 52
D. Operations: Stock Control/Facility Safety	Given the appropriate information the student will be able to:		
1. Knowledge of receiving, marking, pricing, and inventory control.	List and discuss steps involved with receiving merchandise.	State these performance objectives in question form and have the students use the reference to answer them.	*Math Workbook: Food Service and Lodging*, p. 167
	Describe why merchandise must be marked and list the kinds of information that may be included on the price ticket.	LAP's 4-8 (Ops)	*Retail Merchandising*, Chapter 9
	Explain how prices might be set.	May also wish to have students move hypothetical products through the entire process.	*Receiving, Checking, and Marking*, Texas Instructional Materials Center
	Summarize what is meant by inventory control.		

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
2. Knowledge of the procedures for reporting and handling damaged merchandise.	Explain procedures to be taken when receiving merchandise that is damaged.	Have students read selected references on receiving, then "check in" a mock delivery containing damaged merchandise. LAP 11 (Ops), Comp 634	Retailing Principles and Practices, Part B Retail Merchandising, p. 285 Business Principles and Management, pp. 225-234
3. Skill in using forms and records necessary for inventory control.	Draw a flow chart comparing and contrasting the perpetual and the periodic (sometimes termed physical) inventory systems.	Develop an exercise around a mock inventory; have students determine the cost of goods sold using the perpetual and periodic systems.	Business Principles and Management, pp. 234-238 Math Workbook: Food Service/Lodging, p. 167 Retailing Principles and Practices, Part 49 Fundamentals of Selling, Chapter 12, Part D
4. Knowledge of and proper attitude toward the importance in stockkeeping in avoiding errors or losses that may affect company profits.	Explain how poor stock control may result in excessive expenses and less than optimum profits.	Have the students calculate a company's net income for two situations--one where there has been an error or loss and one where there was control. LAP 15 (Ops), Comp 668	Retailing Principles and Practices, pp. 429-430 Business Principles and Management, pp. 234-235 Stockkeeping, Texas Instructional Materials Center
5. Knowledge of how careful use of supplies will help control expenses.	Explain how the results of careless use of supplies are similar to those of poor stockkeeping.	Have students calculate the net income in a situation in which there has been a misuse of supplies and synthesize why the effect is the same as theft and other forms of poor inventory control.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
		Have the students complete selected activities from Problems and Projects for Retailing Principles and Practices, Unit 16	Retailing Principles and Practices, Unit 16
6. Knowledge of the Occupational Safety and Health Act (OSHA) regulations.	Explain the importance of this act to both the retailing employee and retailing manager.	Have the students study the resource materials then assume the role of a manager or employee and explain the importance of this law to them.	All About OSHA, U.S. Department of Labor, Occupational Safety and Health Administration Business Principles and Management, pp. 545-546
7. Knowledge of the functions of facility maintenance.	Describe actions recommended by experts that reduce the probability of accidents.	Have an insurance agent speak with the class on measures he suggests to his clients to reduce their insurance risk.	Business Principles and Management, p. 514 and pp. 544-545
8. Skill in performing good housekeeping techniques for safety and appearance.	Take an active part in maintaining the class area in an attractive and safe manner.	LAP's 1 and 2 (Ops), Comp. 728	Your Career in Marketing, pp. 374-375 Suggested Lesson Plans in Safety Education, by the National Association of D.E. Teachers Work Analysis and Design for Hotels, Restaurants, and Institutions, pp. 108-121
9. Knowledge of how proper care of equipment and proper stock arrangements can help prevent accidents.	Describe principles for personal safety, safe working practices and safe use of equipment.	Prepare and give the class a lecture over personal safety rules, safe working practices and safe use of equipment. Implement the Teaching unit.	Retail Merchandising, p. 304 Safety and You on the Job, Ohio D.E. Materials Lab, #125-C7 Work Analysis and Design for Hotels, Restaurants, and Institutions, pp. 103-108

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OTHER

Oklahoma Distributive Education, D.E. II and III Course of Study, Stillwater, Oklahoma, State Department of Vocational and Technical Education.

DISTRIBUTIVE EDUCATION III
(THIRD YEAR)

D.E. III Units
Table of Contents

I. Introduction of Distributive Education III Pages

A. Scope and Importance of D.E. III 1
B. Integrating DECA into D.E. III 1-3
C. Continuing Career Development. 3-5

II. Social Skills

A. Marketing Management Competency Development in Human Relations 5-10

III. Basic Skills

A. Marketing Management Competency Development in Communications. 10-12
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IV. Marketing

A. Introduction to Marketing Management 13-17
B. Marketing Management Competency Development in Sales Promotion 17-29
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BEHAVIORAL GOALS FOR

D. E. III (Third Year)

Marketing Management

The Marketing Management course in the Distributive Education program will:

1. Enable students to begin, continue, and/or advance in a supervisory position in a distributive occupation.
2. Introduce students to the complexities of marketing management.
3. Further develop students' skills in the marketing, basic, social and economic competencies.
4. Enable students to engage in marketing research project(s).
5. Enable students to continue to participate in appropriate co-curricular DECA activities.
6. Enable students to assess their progress in reaching their career objectives.
7. Enable students to understand complex problems of marketing and distribution.
8. Enable students to know, interpret, demonstrate, and apply marketing competencies necessary in their selected career objectives.

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES	REFERENCES
I. INTRODUCTION TO DISTRIBUTIVE EDUCATION III	Given the appropriation information and/or material, the student will be able to:		
A. Scope and Importance of D.E. III			
1. Knowledge of objectives for D.E. III	--List the objectives of D.E. III	Teacher presentation of objectives followed by class discussion	Teacher prepared handouts
2. Knowledge of D.E.III classroom operations	--Explain the rules and procedures that will be followed in the class	Teacher presentation of objectives followed by class discussion	Teacher prepared handouts
3. Knowledge of D.E.III requirements	--Identify the course requirements	Teacher presentation of objectives followed by class discussion	Teacher prepared handouts
4. Knowledge of cooperative program/project plan operating procedures	--Describe the operating procedures and reporting system for cooperative program/project plan	Teacher presentation of objectives followed by class discussion	Teacher prepared handouts
5. Attitude that distributive education is a sound program	--Explain why distributive education is important to them and how they will benefit from the program	Students write in a class notebook or a journal or on a handout why DE is important to them and how they will benefit from the program	Teacher prepared handouts
B. Integrating DECA into D.E. III			
1. Attitude that integrating DECA into D.E. III is necessary and desirable	--Join local chapter and participate as an officer or committee member	Serve on committee responsible for organizing this year's chapter	National DECA Handbook Current school DECA Guide
		Class discussion concerning integrating DECA into the course.	All About DECA - Filmstrip Series
		Have former students now successful who were active discuss with class advantages of DECA and how their participation helped them	

COM[illegible]NCY OUTLINE	PERFORMANCE OBJECTIVE[illegible]	LEARNING ACTIVITIES	REFERENC[illegible]
2. Skill in developing and carrying out a program of work	--Write a local chapter program of work that includes activities goals, ways and means, accomplishments, budget, and calendar	Class discussion concerning ideas for this year's chapter activities Divide chapter into committees responsible for planning appropriate activities	Developing a Program of Activities for Local DECA Chapters--by:Riley National DECA Handbook
3. Skill in informing the various publics of DECA chapter activities	-Design an individual plan that includes ways for informing family, friends, employers, and acquaintances about DECA	Teacher presentation of past chapter activities dealing with informing the various publics about DECA Class discussion of appropriate individual and chapter communication activities	Developing a Program of Activities for Local DECA Chapters by: Riley National DECA Handbook Ideas for Local DECA Projects - Ohio DE Materials Lab
4. Advanced knowledge of DECA competitive activities and their appropriateness in aiding the accomplishment of student goals	--Select appropriate DECA competitive event(s) and design an individual plan for preparation	Attend Ball State University DECA Rodeo Read various competitive event explanations (National DECA Handbook) Class discussion of competitive events with special reports from past participants	National DECA Handbook Competency Basec Competitive Events Handbook Follow Me Through the New Series Competency Based Events -- filmstrip
5. Advanced skill in participating in DECA activities at the various levels	--Determine DECA activities and levels to participate in --Set personal goals for participation in DECA activities at the various levels	Attend and participate in DECA activities: Local District State Regional National	National DECA Handbook

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
6. Advanced skill in problem solving and leadership.	Efficiently provide alternate solutions to a problem and explain which course of action would be most appropriate in accomplishing a goal.	Review procedures for problem solving through class discussion.	DECA Leadership Simulation Ohio DE Materials Lab
		Solve case problems related to personal situations common to D.E. students.	Leadership Training Guide for DECA Officers by: Riley.
	Display leadership skills commensurate with individual ability.	Conduct mini-leadership development lab (ask your district president to help you arrange this and conduct it)	LDI Materials
7. Advanced skill in parliamentary procedure.	Define parliamentary procedure terms.	Role play a meeting using various parliamentary procedures.	Leadership Training Guide for DECA Officers by: Riley.
	Effectively participate in a meeting using parliamentary procedure skills.	Small group practice demonstrations of parliamentary procedures.	Parliamentary Procedure Ohio DE Materials Lab National DECA Handbook pp. 65-68.
C. Continuing Career Development			
1. Advanced knowledge of marketing careers.	Explain career interest in terms of newly attained information.	Continue investigation of currect career interest. Interview three new people in current career interest field.	Many of the materials listed for the first and second year will be appropriate for this section too. Guidance Office Materials
	Compare and contrast career interest with a previously unfamiliar marketing career.	Select an unfamiliar marketing career area and investigate it.	Occupational Outlook Handbook U.S. Dept. of Labor

COMPET[illegible] OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have program advisory committee present panel discussion concerning various marketing career opportunities.	Your Career in Marketing by Beaumont, Langan, and Taylor Exploring Wholesaling and Retailing Careers by Eggland
2. Advanced skill in planning and reviewing career plans.	Review career plans and determine if changes should be based upon new developments.	Class brainstorming session to develop list of situations that could cause a student to change career interest. Using brainstorming list, students individually review themselves and career interests	Survival in the World of Work, Ohio DE Materials Lab, p. 3 "Life Style Questionnaire" Values for Distributive Education, Ohio DE Materials Lab, p. 36
3. Advanced skill in changing career plans based upon self-evaluation and personal goals.	Conduct a self-evaluation to determine changed attitudes, values, and personal goals.	Small groups develop lists of "What I am looking for from my career." Through class discussion, combine small group lists into class list. Students individually check items most important to them. Individually compare important items with career to find matches and gaps. Make decision to continue career plans or change.	Toward Matching Personal and Job Characteristics, U.S. Dept. of Labor Values for Distributive Education, Ohio DE Materials Lab, pp. 25-35
4. Attitude that chosen career plan is worthy and significant.	Discuss in positive way career interest.	Pair up students and explain to one another importance of their career interest. Rotate students through several pairs	
	Explain the importance of career interest as a contributor to others and U.S. economy.	Select students to make oral presentation to younger students on their career interests.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
5. Advanced skill in writing application letters and resume	Write an application letter and resume suitable for obtaining career interest employment.	Guest speaker to discuss what should be in letter and resume and how to write them. This could be someone from an employment agency or business person.	Retailing: Principles and Practices by Richert, Meyer Haines & Harris. P. 10 Marketing and Distribution by Mason, Roth & Ross p. 524 Retail Merchandising by Wingate & Samson p. 604 Survivor in World of Work Ohio DE Materials Lab Getting the Job by Lynch Gregg/McGraw-Hill
		Write application letter and resume, show it to businessperson, English teacher, etc. for feedback. Plan revisions and re-write.	
		All of learning actitivies for C1-5 could be combined into a "DE III Career Development Project"	
II. SOCIAL SKILLS			
A. Marketing Management Competency Development in Human Relations.		Have students write case probelms concerning understanding others based on personal experience. Role play to show proper way of handling. Complete exercises at end of Chapter 3 Working at Human Relations.	Working at Human Relations by Fruehling, Gregg/McGraw-Hill Chapter 3

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
1. Working with others			Psychology and Human Relations in Marketing by Donald D. Hiserodt OM/PM #13 page 48
a. Skill in working cooperatively with employees and supervisors.	Identify the needs and motivations of others in a work situation.	Complete Human Relations - Lap 22 Competency 283 Class discussion concerning needs and motivations and how an understanding of them can lead to a pleasant and cooperative work environment.	Retailing: Principles and Practices by Richert, Meyer, Haines and Harris p. 199 Employee Motivation, Ohio DE Materials Lab
b. Skill in treating others as individuals.	List suggestions for how to treat others as individuals.	Class discussion of importance of treating others as individuals and how to do this.	Human Relations - Lap 7 Competency 268 Working at Human Relations by Fruehling, Gregg/McGraw-Hill Chapters 12 and 13
	Have students describe an incident in their lives where they were not treated as individuals. Discuss it.	Human Relations Lap 7 Competency 268	Retailing: Principles and Practices by Richert, Meyer, Haines and Harris p. 199
c. Skill in reinforcing positive behavior and providing constructive criticism.	Select appropriate means for recognizing the accomplishment of others.	Complete Human Relations - Lap 63 Competency 265	
	Explain procedures to provide constructive criticism in a positive acceptable way.	Describe a real example that student has witnessed involving a reinforcing positive behavior and providing constructive criticism. Class Discussion on how to provide constructive criticism Compile a list of rules to follow.	Modern Business Management by Hicks and Gullett p. 162 Retailing: Principles & Practices by Richert, Meyer Haines & Harris p. 347

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
d. Knowledge that to control grievances within the organization, employees should be given timely information concerning policies and procedures.	Discuss the most common company policies and procedures that employees should be aware of.	Complete Human Relations Lap Competency 106 Complete Human Relations Lap Competency 278 Complete Human Relations Lap Competency 277	
	Explain how a grievance could have been avoided if the employee had known about company policies and procedures.	Employed students serve on panel to discuss their company's policies and procedures	
		Guest speaker to discuss management's side of policies and procedures.	
		Case Situation No. 54, Human Relations Cases	Human Relations Cases Ohio DE Materials Lab
		Complete Comm. Lap 40 Comp.106 Complete Comm. Lap 45 Comp.124	Business Principles and Management by Shilt, Everard and Johns p. 598
			Retail Merchandising by Wingate and Samson p. 143
e. Skill in displaying an appropriate sense of humor.	Describe appropriate sense of humor in a work situation.	Class discussion what an appropriate sense of humor is.	
	Explain an example of an appropriate sense of humor.	Small group discussions of personal examples (good & bad)	
f. Skill in demonstrating good work habits.	List good work habits that a supervisor should show.	Complete HR Lap Competency 318	
	Discuss how a supervisor can display these good work habits.	Construct list of good work habits	Human Relations Cases Ohio DE Materials Lab
		Write what each of these good work habits means to students.	
		Do case situation No. 47 Human Relations Cases	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
g. Skill in maintaining appearance and health.	Match appropriate appearance (grooming and dress) with occupation.	Complete HR Lap 3 Compt. 263 Complete HR Lap 4 Compt. 285 Complete HR Lap 27 Comp. 319	
	Describe the appropriate appearance for chosen career interest.	Make a list of personal current health practices that are good and those that could use improvement.	
	Explain appropriate personal habits necessary to maintain health.	Class disucssion concerning appropriate appearance. Have students describe examples for their career interest area.	Retailing: Principles and Practices by Richert, Meyer Haines and Harris p. 385
h. Skill in demonstrating appropriate ethics.	Define ethics as they apply to the world of work.	Guest speaker or panel of business people to discuss ethics in business.	Retailing: Principles and Practices by Richert, Meyer Haines, and Harris p. 373
	Write a code of ethics appropriate for their career interest area.	Class discussion concerning ethics.	Modern Business Management by Hicks and Gullett pp. 403-404
		Students write a code of ethics appropriate for their career interest area.	Business Principles and Management by Shilt, Everard and Johns p. 33
		Case problems concerning making ethical decisions.	Basic Retailing and Distribution by Reich, Levy and Feldman p. 218-220
i. Skill in being sensitive to the needs of individuals.	Appraise the needs of individuals.	Complete HR Lap 7 Comp. 268 Complete HR Lap 22 Comp. 283 Complete HR Lap 29 Comp. 288	Same References as II A 1.a.
	Explain how the needs of individuals can be met.	Students write down one personal example when they were sensitive to the needs of another person.	
		Compile the best of these examples for a class discussion.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
2. Employee Morale and Motivation		Complete HR LAP 50, Comp. 270 Complete HR LAP 51, Comp. 314	Human Relations Cases, Ohio D.E. Materials Lab.
a. Knowledge of appropriate leadership styles needed to motivate others.	Describe the different leadership styles. Match the leadership styles with the types of people they are appropriate for.	Class discussion of various leadership styles. Small groups assigned a leadership style to determine who it is appropriate for and role play an example. Case situation No. 47, Human Relations Cases.	Business Principles and Management by: Shilt, Everard, and Johns, p. 594.
b. Knowledge of the factors which appear to affect employee morale.	List the factors that appear to affect employee morale.	Complete HR LAP 33, Comp. 262. Complete HR LAP 37, Comp. 311. Complete HR LAP 38, Comp. 264. Students list factors that affect their morale at school. Through class discussion, apply these factors to a work situation. Working students explain the factors that affect their morale on-the-job. Case situation No. 50, Human Relations Cases.	Employee Motivation, Ohio D.E. Materials Lab, pp. 20-40 Human Relations Cases, Ohio D.E. Materials Lab. Business Principles and Management by: Shilt, Everard, and Johns, p. 594.
c. Knowledge of the needs, desires, and goals of employees with varying social and cultural backgrounds.	Describe the needs, desires, and goals of employees with varying social and cultural backgrounds. Complete activities at end of Chapters 12, 13, and 14, Working at Human Relations.	Students made a list of their needs, desires, and goals related to employment. Small groups using the students' lists develop a list for the various types of employees assigned. Representatives of various groups serve on panel to discuss needs, desires, and goals.	Modern Business Management by: Hicks, Gullett, p. 155 Working at Human Relations, Fruehling, Chapter 12, 13, and 14

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
d. Knowledge of how t build morale in employees.	Discuss methods for building employee morale.	Complete HR LAP 37, Comp. 311. Complete HR LAP 38, Comp. 264.	Human Relations Cases, Ohio D.E. Materials Lab.
	Apply methods for building employee morale to particular situations.	Survey members of the advisory committee or other business people as to the methods they use to build employee morale.	Modern Business Management by: Hicks and Gullett, p. 155
		Case situation No. 13, Human Relations Cases.	
e. Knowledge of how to motivate others for their best performance.	Describe the techniques that a supervisor can use to motivate others to do their best.	Complete HR LAP 47, Comp. 47.	Modern Business Management by: Hicks and Gullett, p. 155.
		Class discussion concerning what motivates students to do their best. Apply these motivations to the work situation.	Employee Motivation, Ohio D.E. Materials Lab.
III. BASIC SKILLS			
A. Marketing Management Competency Development in Communications			
1. Written Communication		Class discussion of use of written communications in marketing.	Communications in Marketing, Rowe and Timerson (Gregg/McGraw-Hill)
a. Skill in composing and completing correspondence, reports, forms, and notes.	Determine the most effective form of written communication to use in various situations.	Display of various types of written communcation devices.	Communications in Marketing, Ohio D.E. Materials Lab
	Write inter-office memorandums.	Given case problems, write a memo weekly activity report and quarterly management report for a business situation.	Report Writing for Business, Lesikar
	Write weekly activity reports.		The Art of Successful Communications, Shidle
	Write quarterly management reports.	Select an appropriate topic and write a business report.	
	Write business reports.		
		Students investigate types of reports written in career interest area.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Complete Comm. LAP 27, Comp. 094. Complete Comm. LAP 28, Comps. 095 and 133. Complete Comm. LAP 29, Comps. 125 and 126. Complete Comm. LAP 31, Comp. 129.	
b. Skill in writing purchase orders legibly so that errors in quantities, shipping, pricing information, etc. can be eliminated.	List the information usually provided on a purchase order. Write purchase orders legibly and correctly.	Teacher presentation with example or overhead transparencies of purchase order and what information they contain. Practice problems--writing purchase orders. Class discussion of ramifications of illegibly and incorrectly written purchase orders. Complete Comm. LAP 29, Comp. 126.	Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris, p. 590 Basic Retailing and Distribution by Reich, Levy, and Feldman, p. 128 Retail Merchandising by Wingate and Samson, p. 266 Business Principles and Management by Shilt, Everard, and Johns, p. 590 Buying and Pricing by Dorr, Richert, Meyer, and Haines, OM/PM#3, p. 49
2. Verbal Communications			
a. Skill in listening attentively to customers, employees, and supervisors.	Describe the four steps to good listening. Listen to at least five instructions from a supervisor and follow them accordingly.	Complete Comm. LAP 24, Comp. 119. Complete Comm. LAP 26, Comp. 157. Practice four steps to good listening in small groups. Using four steps in role playing situation, practice listening to cusomters, employers.	Communications in Marketing, Rowe and Timerson. Communication at Work, Weagraff, Gregg/McGraw-Hill

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
b. Skill in communicating verbally with customers, employees, and supervisors.	Explain basic rules for effective verbal communications. Verbally communicate messages to customers, employees, and supervisors.	Class discussion of basic rules for effective verbal communications. Complete Comm. PA 16, Comps. 096 and 127. Practice communicating verbally to role playing customers, employees, and supervisors. Tape record and critique.	Communications in Marketing, Rowe and Timerson. Communication at Work, Weagraff (McGraw-Hill)
c. Knowledge of how to communicate with others in order to motivate them to work willingly.	List techniques concerning how to communicate with others in order to motivate them to work willingly.	Complete Comm. LAP 37, Comp. 097. Class discussion of role of supervisor in motivating employees to work willingly. Students list what motivates them to work willingly. Role play communications situations.	Employee Motivation, Ohio D.E. Materials Lab, pp. 30-36
B. Marketing Management Competency Development in Mathematics			
1. Math Skills			
a. Skill in using calculating equipment to perform math computations.	Perform marketing mathematics problems on calculating equipment. (May use personal pocket calculators or business department machines.)	Practice various routine problems. Apply routine functions to marketing math problems.	Calculating Machine Operating Instructions Booklet Mathematics in Marketing by Logan and Freeman, OM/PM#12

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
b. Skill in converting American standard measurements to metric measurements.	Convert American standard measurement to metric measurements.	Teacher presentation of metric measurements. Students investigate use of metrics in career interest area. Practice metric conversion problems: include problems related to students' career interest areas.	A Look at Metrics in Distributive Education, Ohio D.E Materials Lab
c. Skill in necessary banking functions, such as depositing funds and endorsing checks, etc.	Complete accurately bank deposit slips and deposit records. Endorse checks using appropriate endorsement. Explain bank deposit procedure.	Teacher presentation of deposit procedures and how to complete them. Mini-practice set with checks to endorse, deposit slips to fill out, and bank deposits to record. Complete Math LAP 4, Comp. 355.	Business Education Department General Business or Math books
d. Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day	Balance cash and total sales for the department and/or cash register at the end of the day.	If cash register is available, teacher presentation on how to remove detail tape and read it. Practice problems balancing cash and totaling sales. Complete Math LAP 17, Comp. 361. Experienced students may help others.	Mathematics in Marketing by Logan and Freeman, OM/PM#12, p. 45

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
IV. MARKETING			
A. Introduction to Marketing Management			
1. Functions of Marketing Management			
a. Skill in determining objectives and planning to accomplish objectives.	Explain typical types of marketing objectives. Differentiate between strategy and tactics. Determine appropriate objectives and plan strategy and tactics for accomplishing them.	Class discussion of importance of setting objectives, typical types of marketing objectives, and steps in planning. Guest speaker or panel of business people discuss objectives and planning in their business. Divide class in small groups to represent a marketing m management team. Have teams set objectives and plan for a retail department in a fictitious store. Complete marketing project 39 Marketing and Distribution, pp. 467-468.	Business Principles and Management by Shilt, Everard, and Johns, p. 573 Modern Business Management by Hicks and Gullett, p. 109 Retail Merchandising by Wingate and Samson, p. 533 Marketing and Distribution by Mason, Rath, and Ross, p. 460 Marketing in Action by Warmke, Palmer, and Nolan, p. 374
b. Skill in organizing materials, resources, and personnel in order to successfully carry out plans.	Describe tools used to organize materials, resources, and personnel. Explain the typical types of materials and other resources used by a marketing manager. Organize the materials, resources, and personnel necessary to carry out a marketing plan.	Class discussion of organizing tools, budgets, schedules, policies, and procedures. Small groups plan a budget for the fictitious retail department mentioned above. Students plan a work schedule for the employees of a business department.	Marketing in Action by Warmke, Palmer, and Noaln, p. 401 Business Principles and Management by Shilt, Everard, and Johns, p. 578

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
c. Skill in directing operations and supervising and motivating people in order to successfully carry out plans.	Discuss methods for supervising and motivating employees to carry out plans successfully. Direct operations including supervising and motivating employees to successfully carry out plans.	Class discussion of methods for directing, supervising, and motivating employees. Case problem analysis including selection of methods to direct, supervise, and motivate. Small group role playing of case problem situation. Complete Mgt. LAP 14, Comp. 782.	Marketing in Action by Warmke, Palmer, and Nolan, p. 401 Business Principles and Management by Shilt, Everard, and Johns, Chapter 29
d. Skill in evaluating/assessing the degree of achievement of objectives.	Explain procedures for evaluation/assessing achievement of objectives. Evaluate the degree of achievement of objectives.	Class discussion of procedures for evaluating/assessing achievement of objectives. Case problem analysis including evaluating/assessing the degree of achievement of objectives. Small group role playing of case problem situation.	Modern Business Management by Hicks and Gullett, p. 117
2. Use of Marketing Research in Management Process			
a. Knowledge that management requires accurate information for decision making and problem solving purposes.	List typical business situations that require accurate information for decision making and problem solving situations. Justify the use of marketing research as a means for providing accurate information for decision making and problem solving situations.	Complete marketing research project. Class discussions concerning business situations that require accurate information for making decision and solving problems. Survey business people to find typical situations where they could use marketing research information.	Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris, p. 355 Marketing and Distribution by Mason, Roth, and Ross, p. 236 Modern Business Management by Hicks and Gullett, p. 316

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Use guest speaker or panel to discuss use of marketing research in business. Case examples illustrating what happens when inaccurate information is used to make decisions. Review a DECA studies in marketing manual to see how marketing research information can be used.	*Marketing in Action* by Warmke, Palmer, and Nolan, p. 216 *Business Principles and Management* by Hicks and Gullett, p. 493 *Marketing Research* by E. Edward Harris, OM/PM#1
b. Attitude that marketing research is a desirable means by which management can gather accurate market data.	Explain the value of marketing research in gathering accurate information. Choose to complete a marketing research project individually or with a small group.	Small group discussions to determine advantage of using marketing research information. Role playing of management team trying to decide on whether to use marketing research or opinion for solving a problem. Survey business people to find out how many would use marketing research information over management intuition.	*Marketing Research* by E. Edward Harris, OM/PM#1, p. 35 *Business Principles and Management* by Shilt, Everard, and Johns, p. 495 *Marketing in Action* by Warmke, Palmer and Nolan, p. 217 *Marketing and Distribution* by Mason, Rath, and Ross, p. 238 *Retailing: Principles and Practices* by Richert, Meyer, Haines, and Harris, p. 355
c. Knowledge of the steps involved in conducting a marketing research project.	List the steps involved in conducting a marketing research project.	Teacher presentation of steps involved in conducting a marketing research project. Class disucssion of steps applying them to an example of a marketing research project.	*Retailing: Principles and Practices* by Richert, Meyer, Haines, and Harris, p. 356 *Marketing and Distribution* by Mason, Rath, and Ross, p. 241 *Marketing in Action* by Warmke, Palmer, and Nolan, p. 220

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Provide small groups with a copy of a marketing research project (DECA studies in marketing manual) and ask them to identify the steps.	Business Principles and Management by Shilt, Everard, and Johns, p. 495 Marketing Research by E. Edward Harris, OM/PM#1, p. 35
d. Skill in identifying a marketing research problem.	Identify typical types of marketing research problmes. Write a clear and definite statement of the problem for a marketing research project. List the questions that must be answered to solve this marketing research problem.	Class discussion of various typical marketing research problems. Small group brainstorming of other marketing research problems. Survey employers advisory committee members and other business people to identify marketing research problems. Students write marketing research problem of interest. Work in small groups to critique and further define the problem.	Marketing Research by E. Edward Harriss, PM/PM#1, p. 85 Business Principles and Management by Shilt, Everard, and Johns, p. 495 Marketing in Action by Warmke, Palmer, and Nolan, p. 232 Marketing and Distribution by Mason, Rath, and Ross, p. 241
e. Skill in planning and organizing a marketing research project.	Develop a calendar that includes all the activities that must be completed to finish a marketing research project. Plan data-gathering procedures. Develop data-gathering instrument. Draw appropriate sample.	Class discussion of steps that must be planned and organized to conduct a marketing research project. Individually and as a class, read and discuss data-gathering procedures, instruments, and sample selection. Review completed marketing research projects for procedures, instruments, and samples.	Marketing and Distribution by Mason, Rath, and Ross, p. 242 Marketing in Action by Warmke, Palmer, and Nolan, p. 231 Business Principles and Management by Shilt, Everard, and Johns, p. 495 Marketing Research by E. Edward Harris, OM/PM#1, p. 97

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		As individual or member of a group, plan data-gathering procedures, instruments, and select sample for a marketing research project.	
f. Skill in conducting and reporting of a marketing research project.	Carry out marketing research project and gather data. Tabulate and analyze data. Draw conclusions and make recommendations based on the data. Write report of marketing research project.	As individual or member of a group, carry out marketing research project and gather data. Class discussion or procedures for tabulating and analyzing the data, drawing conclusion, making recommendations, and writing the final report. Review completed projects. Tabulate and analyze data. Draw conclusions and make recommendations. Write final report. Present final report to interested parties.	*Marketing in Action* by Warmke, Palmer, and Nolan, p. 231 *Marketing Research* by E. Edward Harris, QM/PM#1, p. 97
B. Marketing Management Competency Development in Sales Promotion			
1. Overall Sales Promotion Planning			
a. Knowledge of the purposes of sales promotion and advertising.	Differertiate between sales promotion and advertising. List the purposes of sales promotion and advertising. Explain the purpose of a specific sales promotion device and/or a specific ad.	Plan a sales promotion project. Class discussion of the purposes of sales promotion and advertising. Survey business people responsible for sales promotion and advertising as to their purposes.	*Advertising and Displaying Merchandise* by Samson, p. 3 *Display and Promotion* by Smith, p. 8 *Retailing; Principles and Practices* by Richert, Meyer, Haines, and Harris, p. 143

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Review various sales promotions and ads and determine their purposes. Complete Adv. LAP 1, Comps. 001 and 11. Complete Adv. LAP 6, Comp. 6	Marketing and Distribution by Mason, Rath, and Ross, p. 342 Marketing in Action by Warmke, Palmer, and Nolan, p. 241 Business Principles and Management by Shilt, Everard, and Johns, p. 173 Retail Merchandising by Wingate and Samson, p. 405 Basic Retailing and Distribution by Reich, Levey, and Feldman, p. 299
b. Knowledge of various target markets.	Define target market. List the target market for a specific business' sales promotion and advertising.	Class discussion of various target markets. Interview various retail outlets in a shopping area to determine their target markets. For other selected businesses in small group discussion, determine their target markets. Individually or in a small group, select a real or hypothetical business and describe its target market(s). Write up as a part of on-going unit project.	Marketing and Distribution by Mason, Rath, and Ross, Part 6 Marketing in Action by Warmke, Palmer, and Nolan, Chapter 17

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES	REFERENCES
c. Knowledge of various promotional objectives.	Define promotional objective. List various promotional objectives. Explain the promotional objectives of a specific sales promotion and advertising campaign.	Class discussion of various promotional objectives. Discuss promotional objectives with business people responsible for sales promotion and advertising. Collect various ads for a business and analyze what their promotional objectives might be. For the real or hypothetical business, describe the promotional objectives appropriate for a sales promotion and advertising campaign. Write up as a part of on-going unit project.	Marketing in Action by Warmke, Palmer, and Nolan, p. 241 Business Principles and Management by Shilt, Everard, and Johns, p. 173 Retail Merchandising by Wingate and Samson, p. 405 Basic Retailing and Distribution by Reich, Levy, and Feldman, p. 299 Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris, p. 143
d. Skill in making comparison and analyzing competitor's promotional activities and prices.	List factors that should be compared and analyzed concerning a competitor's promotional activities and prices. Explain why making comparisons and analyzing competitor's promotional activities and prices is important. Compare and analyze a competitor's promotional activities and prices.	Class discussion of factors to be compared and analyzed. Guest speaker to explain what his/her company looks for when making comparisons for analyzing competitor's promotional activities and prices. For the real or hypothetical business, compare and analyze a competitor's promotional activities and prices. Write up as part of on-going unit project. Complete Adv. LAP, Comps. 004, 050, and 062.	Business Principles and Management by Shilt, Everard, and Johns, p. 185 Advertising and Displaying Merchandise by Samson, p. 8 Marketing and Distribution by Mason, Rath, and Ross, p. 423

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
f. Skill in planning promotional schedules, such as advertising and display schedules.	Plan promotional schedule for a real or hypothetical business. Write it up as a part of on-going unit project. For a real or hypothetical business, plan a promotion schedule.	Complete Adv. LAP 8, Comp. 047. Class discussion of planning promotion schedule. Look over a real promotion schedule. Use a case problem, plan a promotion schedule.	Business Principles and Management by Shilt, Everard, and Johns, p. 186
g. Knowledge of when to use promotional and institutional advertising.	Describe when it is appropriate to use promotional advertising and institutional advertising. Plan promotional and institutional advertising part of overall advertising schedule for real or hypothetical business.	Class discussion of when to use promotional and institutional advertising. Review copies of promotional and institutional ads and determine why used when used. For real or hypothetical business, determine when to use promotional and institutional advertising as a part of the overall advertising schedule. Write it for on-going unit project.	Business Principles and Management by Shilt, Everard, and Johns, p. 186 Retail Merchandising by Wingate and Samson, p. 410 Advertising and Displaying Merchandise by Samson, p. 13
h. Skill in keeping personnel informed of sales promotion activities within the retail business.	Explain methods for keeping personnel informed of sales promotion activities. Describe how to keep the personnel of a real or hypothetical business informed of sales promotion activities.	Complete Adv. LAP 7, Comp. 038. Class discussion of methods for keeping personnel informed. Employed students report on how they are kept informed. For real or hypothetical business, determine methods to be used to keep personnel informed of sales promotion activities. Write up for on-going unit project.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
i. Knowledge of the amount of merchandise needed to back up promotion.	Discuss the factors that determine the amount of merchandise needed to back up a promotion. Determine the amount of merchandise needed to back up a promotion planned for a real or hypothetical business.	Complete Adv. LAP 2, Comp. 063 and 014. Discuss the factors that help determine the amount of merchandise needed to back up a promotion. Survey business and see if they have any "rules of thumb." For real or hypothetical business, calculate the amount of merchandise needed to back up the planned promotion. Write up for on-going unit project.	Retail Merchandising by Wingate and Samson, p. 418
j. Knowledge of how to select merchandise that is seasonal, timely, and in keeping with the objectives of the firm.	Explain how to select merchandise that is seasonal, timely, and in keeping with the objectives of the firm. Select merchandise that is seasonal, timely, and in keeping with the promotion objectives of a real or hypothetical business.	Complete Adv. LAP Comp. 045. Class discussion on how to select appropriate merchandise for promotion. For real of hypothetical business, select merchandise that is seasonal, timely, and in keeping with the promotional objectives of the firm. Write it up for on-going unit project. Review recent promotions and merchandise used by local businesses.	Retail Merchandising by Wingate and Gullett, p. 418

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
2. Budgeting for Sales Promotion			
a. Knowledge of costs of promotions for various media and methods, such as advertising, display, special promotions, etc.		Plan a sales promotion budget. Complete Adv. Lap 3, Comp. 002. Class discussion of costs of promotion for various media and methods. Have representatives of local newspaper(s), ad agencies, etc. serve on panel to discuss costs. Examine ads and other promotions of local businesses and calculate their costs. Verify if possible. For promotion planned in previous unit, calculate a budget.	Marketing and Distribution by Mason, Rath, and Ross, p. 361 Business Principles and Management by Shilt, Everard, and Johns, p. 185 Retail Merchandising by Wingate and Samson, p. 416 Advertising and Displaying Merchandise by Samson, p. 15

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
b. Knowledge that the firm may receive advertising allowance from vendors and manufacturers.	Differentiate between an advertising allowance and cooperative advertising.	Class discussion of advertising help. Available from vendors. Working students report on advertising allowances used by employer. Have a salesman representing a vendor explain their advertising allowances.	Marketing in Action by Warmke, Palmer & Nolan p. 336 Business Principles and Management by Shilt, Everard & Jones p. 179, 181
c. Skill in preparing a sales promotion budget.	Prepare a sales promotion budget that utilizes one accepted method.	Class discussion of three methods of budgeting. Play game of "Hollywood Squares" Using questions about budgeting. Do projects 9 and 10 pp. 113-118 in Advertising and Displaying Merchandise. Do ADV. LAP 8 Compts. 010 & 047	Advertising and Displaying Merchandise by Samson p. 15 Retail Merchandising by Wingate & Samson p. 417
3. Selecting Appropriate Media and/or Method			
a. Skill in determining appropriate media for advertisement.	Select appropriate advertising media for specific promotional objectives.	Have students bring in various types of advertising and promotional items and discuss appropriate use.	
	Describe relative strengths and weaknesses of various advertising media.	Do problems and projects, p. 321 Marketing in Action. Do project 3 p. 101 Advertising and Displaying Merchandise. Do ADV. LAP 3 Comp. 051	Marketing in Action by Warmke, Palmer and Nolan p. 306 Advertising and Displaying Merchandise by Samson p. 11 Marketing and Distribution by Mason, Rath & Ross p. 360

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Do ADV. LAP 4 Comp. 057	Retail Merchandising by Wingate & Samson p. 410
		Have students make a list of products, then in small groups have them determine most appropriate media for promoting. Discuss why.	Business Principles and Management by Shilt, Everard & Johns p. 174
b. Knowledge of when to use special promotions such as coupons, free merchandise, etc.	Describe when to use special promotions.	Class discussion of various special promotions.	Retail Merchandising by Wingate and Samson p. 325-414
	Explain purposes of special promotional devices.	Have students bring in evidence, i.e. ads, coupons, etc., of special promotions. Break into small groups, compile special promotions and discuss why used	Marketing in Action by Warmke, Palmer and Nolan p. 334
		Interview local retailer to determine why and when they use special promotions.	Marketing and Distribution by Mason, Rath and Ross p. 374
		Do LAP 3 Compts. 076 and 077	
c. Knowledge that local advertising must be coordinated with chain, regional, or national advertising.	Discuss how local advertising must be coordinated with chain, regional, or national advertising.	Interview local retailers to determine how they coordinate their advertising with their chain's.	Advertising LAP 9 Compt. 052
	Give an example of how a local firm coordinates its advertising with its chain's advertising.	Have working students report on how their employer's coordinate their advertising.	Marketing and Distribution by Mason, Rath and Ross p. 354
		Have students watch for national T.V. advertising that is being advertised locally. Student could compile a list of examples.	Business Principles and Management by Shilt, Everard & Johns p. 181

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Do ADV. LAP 9 Compt. 052 Do LAP 7 Compt. 048 Do LAP 3 Compt. 009	Marketing in Action by Warmke, Palmer and Nolan p. 286
d. Knowledge of the various methods which can be used to inform customers of special events	List various methods for informing customers of special events	Class discussion of various methods. Have students give examples those they have seen.	Marketing in Action by Warmke, Palmer and Nolan p. 340
	Given a special event, select an appropriate means for informing the public.	Divide into small groups, have them develop a plan of informin their customers of a special "midnight" sale of Halloween items. Design a special name tag, PA announcement, or store sign that could be used for abovementioned sale.	
4. Developing Advertisements for the Various Media			
a. Knowledge that one must consult with an appropriate person and collect appropriate information prior to preparing advertising copy.	List people that should be consulted prior to preparing ad copy.	Have an ad salesperson from the local newspaper describe the services they provide.	Marketing in Action by Warmke, Palmer and Nolan pp. 298-303
		Have class discussion concerning the information available from labels, tags, salespeople etc. that can be used to prepare ad copy.	Retail Merchandising by Wingate and Samson, pp. 424-430
		Have retail ad person audio tape steps she or he goes through prior to preparing copy. Teacher or working student could tape.	Retailing: Principles and Practices, part 52

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
b. Skill in designing advertisement, copy, and layout for various printed media.	Describe a good printed media ad. Prepare an ad layout for newspaper. Prepare an ad layout for magazine.	Have students bring in various newspaper and magazine ads. Discuss strengths and weaknesses.	Retailing: Principles and Practices, part 52
		Have students individually or in pairs design a newspaper and magazine ads. Use evaluation sheet for DECA ad layout event.	Retail Merchandising by Wingate & Samson p. 424
		Bring in ad layout person from business to work with students on designing ads.	Advertising and Displaying Merchandise by Samson p. 23
		Do LAP 6 Compts. 056 and 055 Do ADV. LAP 5 Compts. 005 &049	
c. Skill in proofreading advertisements for corrections; deletions and additions.	Proofread ads and find any errors or omissions.	Obtain old ad layouts from local newspaper that have mistakes. Have students proofread ads to find mistakes Could put on an overhead for entire class or duplicate for individual work.	
		Give students fact sheet and have them purposefully make mistakes in an ad. Exchange and find mistakes.	
d. Skill in developing advertisements for radio and/or television.	Describe what makes a good radio and television ad. Prepare a radio ad. Prepare a television ad.	Have time salesperson from local radio/T.V. station explain how they prepare ads.	Retail Merchandising by Wingate & Samson p. 424
		Class discussion of elements of good radio and T.V. ads.	Advertising and Displaying Merchandise by Samson p. 23
		Divide class into teams. Have them describe their favorite radio and T.V. ads and what makes them effective.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have student teams prepare a radio ad and tape record it. Then have teams prepare a T.V. ad and vidio-tape it. Teams can then replay and evaluate. Do ADV. LAP 6 Compts. 055 & 056	
5. Evaluating the Effectiveness of Sales Promotion			
a. Knowledge of how to evaluate the effectiveness of the advertising program in terms of objectives and increased sales	Describe the procedures for evaluating the effectiveness of the advertising program.	Invite a local businessperson to discuss with class how he/she evaluates effectiveness of their ad program.	Advertising by Antrim OM/PM #7 Gregg, Chapter 9
	Evaluate an advertising program using appropriate procedures.	Do ADV. LAP 14 Compts. 040 and 020. Do case problem with ADV Costs and Sales and Figure Effectiveness. ADV LAP 14 Comp. 040 ahs 2 good cases.	
b. Knowledge of how to evaluate effectiveness of specific advertisements.	Describe criteria for evaluating ads.	Class discussion of criteria for evaluating effectiveness of ads.	Retail Merchandising by Wingate & Samson p. 406
	Evaluate an ad using appropriate criteria.	Do mini-marketing research project. Survey effectiveness of a firm's advertising. See LAP 14, Compt. 046	Advertising Layout: Putting It Together, Ohio DE Materials Lab, pp. 38 and 51
		Do exercises at end of Chap. 9, Advertising OM/PM #7	Advertising by Antrim OM/PM #7 Gregg, Chapter 9

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
6. Using Displays	Discuss the purposes of using displays.	Class discussion of the purposes of display.	Display and Promotion by Smith p. 15
a. Skill in determining whether and when to use displays.	Given a case determine when to use a display and the appropriate type.	Have students visit local retailers to view displays. Students write a report of why they believe the displays viewed were used.	Advertising and Displaying Merchandise by Samson p. 4
		Have working students review their business and make suggestions for when to use new displays to their employers.	Marketing and Distribution by Mason, Rath and Ross p. 383
		Have local display worker speak to class on the topic, "When to use Display."	Basic Retailing and Distribution by Reich, Levy, and Feldman p. 286 Retailing: Principles and Practices by Richert, Haines & Harris p. 153 Marketing in Action by Warmke, Palmer and Nolan p. 345 Retail Merchandising by Wingate & Samson p. 438
b. Knowledge of how to obtain information and materials for displays from suppliers	Describe the types of information and display material typically available from suppliers, vendors, etc.	Have working students bring in supplier display materials that have been used. Discuss how they were obtained.	Marketing and Distribution by Mason, Rath, and Ross p. 385
	Explain how this information and display material is usually obtained.	Visit a retail store and note all supplier displays. Talk with manager. Write a report.	Display and Promotion by Smith, OM/PM #8

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Obtain the names and addresses of various suppliers (from a local retailer). Divide students into teams and have them write letters asking about information and display material available. Do Display LAP 4, Comp. 257. Do Display LAP 13, Comp. 188. Do Display LAP 26, Comp. 221	Marketing in Action by: Warmke, Palmer, and Nolan, p. 349
c. Knowledge of evaluating the effectiveness of displays by analyzing sales results with regard to the purposes of the display.	Discuss evaluating the effectiveness of displays by analyzing sales. Evaluate the effectivness of a display using sales results as a basis.	Class discussion of evaluating display effectiveness. Build a display (school store, on-the-job, etc.) and evaluate effectiveness. Have students interview display manager concerning evaluating display effectiveness. Write a report.	Display and Promotion, Smith, p. 34 Retail Merchandising, Wingate and Samson, p. 466
d. Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.	Given an ad describe the type of display that would be appropriate for it. Make a schedule for displays that will match a series of newspaper ads to be purchased.	Have students clip out newspaper ads. Then visit stores to see if matching displays are being used. Give student ads from the newspaper and have them design an appropriate matching display—could do in small groups of teams. For school store build a display to match student newspaper ad or PA announcement. Do Display LAP 20, Comp. 210.	Retail Merchandising, Wingate and Samson, p. 463 Display and Promotion, Smith, p. 29 Advertising and Displaying Merchandise, Samson, p. 2

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
C. Marketing Management Competency Development in Merchandising			
1. Forecasting Trends and Developments			
a. Knowledge of trends and developments in merchandising and retailing.	Identify various current merchandising/retailing trends and developments.	Class brainstorming session of current trends and developments. Divide into groups to verify by interviewing local retailers. Make oral report. Collect back issues of trade journals from local retailers. Have students read to locate trends. Write a report on one. Have panel of local business people discuss trends. Have working students visit with employer about current trends. Write a report or make oral presentation (could be for benefit of non-working students). Do. Mdse. LAP 58, Comp. 435.	Retailing: Principles and Practices, Unit 20
b. Knowledge of economic forecast indicators such as local employment conditions, inflation, union strikes, etc.	Describe local situations that are affecting economic conditions of the community.	Class discussion of factors within the community that are affecting economic condition. Have students bring in articles from the local newspaper that relate to economic condition. Have representatives from local Chamber of Commerce discuss economic forecast for your community.	Use local economic information from Employment Security Division, Chamber of Commerce, Retail Merchants Association, etc.

COMPETEN OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Do. Mdse. LAP 57, Comp. 410. Have working students interview employer concerning economic indicators that he or she watches closely.	
c. Skill in estimating customer demand based on analysis of past sales, forecast of future sales, special promotional activities, seasonal purchases for related items, etc.	Identify sources of information that can be used to estimate customer demand. Estimate customer demand for a product based on appropriate information.	Class discussion of various factors affecting customer demand. Have students review trade journals for articles dealing with forecasting customer demand/new products, etc. Write a report/make oral report. In school store organize teams and have estimate customer demand for certain products. Have working students discuss with employer or department head estimating customer demand. Do Mdse. LAP 7, Comp. 488. Do Mdse. LAP 11, Comp. 452.	Retailing: Principles and Practices, Part 68 Retail Merchandising, Wingate and Nolan, Chapter 6 Basic Retailing and Distribution, Reich, Levy, and Feldman, Chapter 14
2. Functions of Buying			
a. Skill in obtaining market, merchandising, product, and consumer information from suppliers.	Determine types of information that a supplier may provide. Formulate a list of questions that a supplier's sales person should answer for you.	Have a buyer discuss with class the types of information that he or she requests from a supplier. With a school store have students prepare list of questions for salesperson that calls on teacher.	Retail Merchandising, Wingate and Samson, p. 189 Basic Retailing & Distribution, Reich, Levy, and Feldman, p. 121 Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 576

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Divide students into teams or pairs and write letters to suppliers (could be fund raisers) to request various types of information. Teacher presentation of material collected from fund raising companies related to various kinds of product, market, and consumer information.	Buying and Pricing, Eugene L. Dorr and others, OM/PM#3, p. 15
b. Skill in determining necessary maximum and minimum quantities for basic stock and sale items to assure depth and assortment of stock.	Discuss factors that affect determining maximum and minimum quantities. Calculate stock turnover.	Have local retailer or buyer discuss determining maximums and minimums. In school store determine maximum and minimum quantities for basic stock and sale items. Do "Sharpen Your Outlook", p. 93, Buying and Pricing. Do Mdse. LAP 16, Comp. 462. Do Mdse. LAP 9, Comp. 433.	Buying and Pricing, Eugene L. Door and others, p. 85 OM/PM#3 Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 435
c. Knowledge of suppliers for various items by comparing costs of different suppliers and comparing quality.	Identify factors to consider when comparing various suppliers. Given a case problem, compare various suppliers and select best source.	Class discussion on comparing various suppliers. Do case problem Unit 23, p. 592 Retailing: Principles and Practices. Do Mdse. LAP 10, Comp. 404 and 450. In school store compare various suppliers and make decision on best buying decision.	Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 583 Buying and Pricing, Eugene L. Dorr and others, OM/PM#3, p. 32 Retail Merchandising, Wingate and Samson, p. 206

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Do "Improving Decision-Making Skills", p. 212. Retail Merchandising.	
3. Functions of Pricing			
a. Skill in establishing pricing policy to assure an adequate gross margin.	Explain elements of a pricing policy. Determine a pricing policy that assures an adequate gross margin.	Class discussion of pricing policy. Do Mdse. LAP 42, Comp. 489 Do "Sharpen Your Outlook", pp. 105-106 in Buying and Pricing. Do case problem p. 565 in Retailing: Principles and Practices.	Marketing and Distribution, Mason, Rath, and Ross, p. 308 Retail Merchandising, Wingate and Samson, p. 318 Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 553 Buying and Pricing, Eugene L. Dorr and others OM/PM#3, p. 97
b. Skill in establishing the mark-up for each product or product line.	Select a product line and determine typical markup. Calculate markups.	Discuss factors that go into establishing a markup. Select two groups to debate the topic "Mark-Ups: Too High for Today's Consumers." Have a retail manager or buyer discuss with class typical mark-ups on various product lines and why. Do "Improving Decision-Making Skills", p. 336, Retail Merchandising. Do problem, p. 563 Retailing: Principles and Practices.	Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 558 Basic Retailing and Distribution, Reich, Levy, and Feldman, p. 162 Retail Merchandising, Wingate and Samson, p. 308

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
c. Knowledge of the timing of price reduction and the percentage of markdown.	Explain when price reductions and markdowns are appropriate.	Do MDSE. LAP 51 Comp. 454	
	Calculate markdowns.	Do Activities 1 p. 169 Basic Retailing and Distribution	Retail Merchandising by Wingate & Samson p. 313
		Have students visit various retail stores where price reductions and markdowns are currently being made. Write a report to explain why they believe the price reductions and markdowns are being used.	Basic Retailing and Distribution by Reich, Levy, & Feldman p. 168
		In school store situation have students in small groups discuss reducing prices. Have them decide what merchandise might be best promoted through a price reduction and when.	Retailing; Principles and Practices by Richert, Meyer, Haines and Harris p. 562
d. Knowledge that a department's gross margin should cover operating expenses and provide a percentage of profit.	Describe the use of a department's gross margin.	Class discussion of gross margin including provision for operating expenses and percentage of profit.	Marketing and Distribution by Mason, Rath, and Ross p. 308
		In school store situation have the accounting personnel report on gross margin, operating expenses, and percentage of profit.	Retail Merchandising by Wingate & Samson p. 318
		Have students survey various types of retailers to determine percentage of profit store-wide.	Retailing Principles and Practices by Richert, Meyer Haines and Harris p. 553
		Have a panel of retailers discuss operating expenses, inflation, and how these affect gross margin.	Buying and Pricing by Eugene L. Dorr and others OM/PM #3 p. 97

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have students in small groups or pairs make up a case probelm concerning pricing to provide for an adequate gross margin. Have them exchange and solve the problems.	
D. Marketing Management Competency Development in Operators			
1. Function of Inventory Control			
a. Skill in establishing an inventory control system.	Identify the types of inventory control systems.	Do MDSE. LAP 31 Compts. 467 and 490	
	Explain the function of an inventory control system.	Do "Improving Your Decision Making Skills" 1 p. 566 Retail Merchandising	Retail Merchandising by Wingate & Samson p. 541
		Do Exercises at end of Part 49 Retailing: Principles and Practices.	Basic Retailing and Distribution by Reich, Levy & Feldman p. 171
		Have students take a physical inventory of personal belongings. Then discuss how they could set up a perpetual inventory system.	Retailing: Principles and Practices by Richert, Meyer, Haines & Harris p. 428
		In school store have appropriate students discuss inventory procedures. Brainstorm ways to improve.	
b. Skill in maintaining inventory control records.	Discuss steps necessary to maintain inventory control records.	Do MDSE. LAP 4 Comp. 466	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Do "Case Problem" p. 451 in Retailing: Principles and Practices.	
e. Skill in interpreting computer output, such as printouts, etc.	Read a computer printout.	Obtain computer printouts from local businesses. Explain to students how to read. Via overhead or handouts have students practice reading printouts. Develop a series of questions to ask. If your school uses a computer to maintain inventory have the data processing manager come to class to explain system and bring sample printouts. Do "Can You Answer These" p. 450 in Retailing: Principles and Practices.	Retailing: Principles and Practices by Richert, Meyer, Haines and Harris p. 446
E. Marketing Mangement Competency Development in Administration and Supervision			
1. Recruiting and Employing Individuals for Various Jobs			
a. Knowledge of procedures to determine job classifications, qualifications, and/or number of individuals needed for various positions.	Describe a job analysis. Perform a job analysis.	Do MGT. LAP1 Comp. 609 Do MGT. LAP 5 Comp. 734 Have a personnel manager discuss with the class the types of job classifications found in retailing and how they are used.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Obtain old inventory control records from local businesses. Explain how they were maintained.	
		In school store have students rotate through warehouse and be responsible for maintaining inventory control records.	Basic Retailing and Distribution by Reich, Levy, & Feldman p. 171
		Have students design inventory control records. Provide some examples.	Retailing: Principles and Practices by Richert, Meyer, Haines and Harris p. 428
		Visit local business and observe how inventory control is maintained.	
c. Knowledge of how to analyze records to detect stock shortages and overages.	Explain how to analyze records to detect stock shortages and overages.	Using inventory control forms developed in previous sections have students take a physical inventory of classroom. Then teacher removes and adds them to the room. Take another inventory and examine records to detect shortages and overages.	Basic Retailing and Distribution by Reich, Levy, & Feldman p. 172 Retailing: Principles and Practices by Richert, Meyer, Haines and Harris p. 430
		Same activity could be applied to a school store.	
		Working students report on their experiences with inventory and shortages and overages. If coop program build into training plan.	
		Class discussion of affect of stock shortages on percentage of profit and pricing.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Class discussion of job analysis. Include why used and procedures.	Modern Business Management by Hicks & Gullet p. 289
		Have students do a job analysis. Could be for position in school store or coop job or any retail position.	Business Principles and Management by Shilt, Everard & Johns p. 513
b. Skill in writing job descriptions, specifications, etc.	Write a job description.	Do MGT. LAP 5 Comp. 612	
	Write the job specifications for the job description.	Bring in sample job descriptions and show students. Discuss how they are used and what they contain.	Business Principles and Management by Shilt, Everard & Johns p. 516
		Have students write a job description and specifications for job analyzed above.	
		Have working students bring in their job descriptions and discuss how their employers use them.	
c. Knowledge of procedures to follow to recruit employees in accordance with labor laws and affirmative action policies.	Describe the equal employment opportunity commission regulations and affirmative action policies regarding recruiting.	Do MGT. LAP 6 Comp. 764	
		Have local Business person discuss with the class the EEOC and affirmative action programs that his or her business is involved in.	Some material available from local, state, and federag governmental agencies.
		Have students to survey local retailers to see how they are complying with EEOC and affirmative action.	Some local businesses may share some of their material too.
		Have students review help wanted ads to see how they comply with EEOC and affirmative action.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
d. Skill in interviewing prospective employees.	Explain the characteristics of a good interviewer.	Do MGT. LAP 6 Comp. 661	
	Conduct an interview applying the characteristics of a good interviewer.	Divide students in small groups brainstorm questions typically asked in interview.	*Modern Business Management* by Hicks & Gullett p. 301
		Have personnel manager discuss what makes a good interviewer.	*Business Principles and Management* by Shilt, Everard, & Johns p. 519
		Use DECA job interview event and role play employment interview.	
e. Skill in selecting individuals for various positions based upon recommendations, experience etc.	Describe what a manager looks at when selecting an individual for a position.	Do MGT. LAP 6 Compts. 692 & 693 (LAP 6 is excellent for this competency--could use with large group instruction)	
		Obtain blank application forms from local businesses. Have students fill out for a fictious person. Divide into small groups and discuss which applicant best meets job specifications.	*Modern Business Management* by Hicks & Gullett p. 294
		Class discussion of concerning the checking of reference. Develop a list of questions to ask a reference.	*Business Principles and Management* by Shilt, Everard, & Johns p. 515
f. Skill in obtaining necessary information such as health, clearances, tax data, social security number, and insurance data.	Discuss the typical types of information that must be obtained from new hires.	Have working students present the types of information necessary for completing hiring process.	*Modern Business Management* by Hicks & Gullett p. 294

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have speaker from employment security division discuss health clearances, taxes, and social security.	Business Principles and Management by Shilt, Everard, & Johns p. 515
		Obtain information for local insurance firm concerning retail employee insurance. Discuss with students typical types of insurance and what employee information is needed	
g. Knowledge of federal and state employment laws such as child labor, civil rights, wage and salary, etc.	Summarize the pertinent federal and state employment laws.	Do LAP 6 Comp. 764	
		Class disucssion of various employment laws.	
		Survey local businesses to find out how they keep current with new laws and regulations.	Various local, state, and federal governmental agencies have several reference, pamphlets, etc.
		Have a lawyer or other qualified person discuss with the class cases involved with retailer accused of violating employment laws.	Retailing: Principles and Practices Part 60
		Write a position paper "The Importance of Knowing Employment Laws Related to Retailing."	Retail Merchandising p. 583
h. Skill in explaining benefits to employees such as social security, health care, pension plans, etc.	Identify fringe benefits common to retail employees. Explain fringe benefits to an employee.	Have representative of social security discuss its benefits, collect information concerning benefits and discuss in class.	Various local, state and federal governmental agencies.

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have students collect information from local retailer concerning their health care, pension plans, etc. Discuss what benefits should be explained to employees. Set up role playing situations.	Business Principles and Management, Chapter 26
		Have students read through information concerning health care, pensions, etc. and summarize benefits that should be communicated to employees.	
2. Training Employees			
a. Knowledge of appropriate training aids and reference materials.	Describe appropriate training aids and reference materials.	Do MGT. LAP 10 Comp. 690 and 607	
		Survey local retailers to determine the types of training materials they use and where they get them. Borrow those you can examine in class, discuss (McDonalds has excellent materials)	
		Write publishers, trade organizations, etc. for free materials and catalogs. Develop a list or file of materials available.	Business Principles and Management by Shilt, Everard & Johns p. 521
		Have working students discuss the materials they used in training.	Modern Business Management by Hicks & Gullett p. 302

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
b. Skill in training employees concerning job responsibilities duties, policies and procedures, systems, trends, products and terminology.	Plan a training session concerning some employee related topic.	Do MGT. LAP 9 Comp. 691	
		Divide class into small groups and have them put on a training session. They must determine objective, locate materials, formulate agenda, etc. This is written up for teacher approval. When approved students put on sessions.	Business Principles and Management by Shilt, Everard, & Johns p. 521
		Have a local retailer or training specialists put on training session for the class.	Modern Business Management by Hicks & Gullett p. 302
		Do Case 25-1 p. 530 Business Principles and Management.	
c. Skill in conducting seminars, training sessions, clinics, or shows for customers.	Plan a seminar or special clinic/show for customers.	Do MGT. LAP 11 Comp. 721 and apply to customer meeting.	Modern Business Management by Hicks & Gullett p. 303
	Conduct a seminar or special clinic for customers.	Brainstorm a list of seminars training sessions, etc. that would be appropriate for customers.	
		Survey local businesses to see what, how, when, where, etc. of their seminars and session for customers.	
		Class discussion of how to plan a seminar, session, or clinic.	
		Divide students into teams to plan a customer seminar. Teams could work with a local firm or fictious store. Role play session in class.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
3. Supervising Employees Congruent with Job Duties and Responsibilities			
a. Skill in planning goals and objectives for specific jobs.	Develop personal goals and objectives using a time management plan.	Do MGT. LAP 17 Comp. 695	
		Have students set up their own personal time management plan. Have them follow it for one week and then write a report on its effectiveness.	Time Management Ohio DE Materials Lab pp. 1-19
		Have working students discuss the goals and objectives for their jobs. Include how they are planned.	
		In school store situations have students plan goals and objectives for their specific jobs.	
		Do LD I Goal Setting Exercise.	
b. Skill in planning job responsibilities for employees and assign authority.	Explain advantages to planning and then delegating responsibility.	Do case problem 18 p. 41 Time Management.	Time Management Ohio DE Materials Lab pp. 19-23
	Describe techniques of delegating responsibility and authority.	Class discussion concerning why people have trouble delegating.	
		In school store situation have managers discuss the techniques they used to delegate authority. Have other students describe their feelings toward accepting delegated responsibility and authority.	Retailing: Principles and Practices, Part 57

COMPETE[illegible] OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		From personal experience have students write out the techniques they have found to be successful in delegating.	
c. Skill in scheduling employee working hours.	Discuss the points of consideration in scheduling employee working hours.	Do MGT. LAP 2 Compts. 608 and 712 (excellent for this competency)	
	Schedule employee working hours.	Do MGT. LAP 14 Compts. 763 and 782.	
		Do case problem p. 498 in Retailing: Principles and Practices.	Retailing: Principles and Practices, Part 57
		Brainstorm the considerations that must be looked at when scheduling employee working hours.	Business Principles and Management by Shilt, Everard, & Johns p. 580
		Have working employees practice scheduling their department.	
		Obtain a work schedule from a local business or working student and analyze in class.	
		Build a work schedule for a fictious department. Teacher make up a case.	
d. Skill in assigning work to employees.	Present good techniques for assigning work to employees.	Do MGT. LAP 17 Comp. 723	
		Do MGT. LAP 4 Comp. 778	
		Class discussion of techniques that students have observed of supervisors assigning work.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have local retailer discuss how they want their supervisors to assign work to employees.	Business Principles and Management by Shilt, Everard & Johns p. 580
		Have students work in teams to plan a case illustrating the good techniques for assigning work to employees. Then role play the cases.	Retailing: Principles and Practices Part 57 Employee Motivation Ohio DE Materials Lab
e. Skill in supervising work of employees.	Detail good supervisory techniques.	Do MGT. LAP 12 Compts. 664 and 729 (This is excellent for this competency)	
		Class discussion about supervisory techniques. Develop a list of qualities of a good supervisor.	
		Have working students relate examples of supervisor working with employees to solve problems or motivative lethargic attitude. Develop into case problems and ask to apply good supervisory techniques.	Business Principles and Management by Shilt, Everard & Johns p. 582 Retailing: Principles and Practices, Part 57
		Do Project 19 p. 499 Retailing: Principles and Practices.	Employee Motivation OHIO DE Materials Lab
4. Evaluating Employees			
a. Skill in establishing criteria and procedures for evaluating employees.	Develop an employee evaluation form. Describe the procedures used by retailer to evaluate employees.	Do MGT. LAP 12 Compt. 610	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Class discussion of the current coop evaluation form used in DE program. Discuss appropriateness of criteria for the job. Obtain employee evaluation forms from local retailers. Compare retailer forms with coop DE form. Divide into teams and have students develop an employee evaluation form appropriate for a designated job. Survey local businesses to determine their procedures for evaluating. Summarize in a written report.	Evaluating Employees OHIO DE Materials Lab pp. 12-25
b. Skill in evaluating employees' performance according to firm policies and procedures.	Evaluate employee performance, give a case situation.	Do MGT. LAP 12 Comp. 610 Do MGT. LAP 7 Comp. 611 (This lap included good case problem) Have class discussion concerning the manager's attitude towards evaluating employees. Develop case problems evaluating employee performance. Work on individually then in small groups. Role play an evaluation conference between manager and employee.	Evaluating Employees OHIO DE Materials Lab pp. 26-28

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
5. Planning and Controlling Facilities, Equipment, and Services.			
a. Knowledge of site location for facilities.	Describe the factors that influence the site location for retail stores.	Do MGT. LAP 25, Comp. 623 Do MGT. LAP 24, Comp. 628	
	Identify various types of site locations within local community.	Using a map of the local community identify the different types of site locations.	Modern Business Management by Hicks & Gullett p. 230
		Divide different site locations within your local community among groups. Have groups investigate the factors affecting the site. Write a report or make an oral report to other class members.	Business Principles and Management by Shilt, Everard & Johns p. 197
		Have local person (realtor, merchants association, mall manager discuss site locations within your community)	Retail Merchandising by Wingate & Samson p. 75
		Locate vacant site locations and discuss their advantages and disadvantages.	Retailing: Principles and Practices by Richert, Meyer, Haines & Harris p. 543
b. Knowledge of equipment needs.	List the equipment typically used in a retail store.	Visit local retailers. Have students inventory selling, building, and non-selling equipment including lighting.	Retail Merchandising by Wingate & Samson p. 88
		Have students in teams plan the equipment needs for a specified department in a fictious retail store.	Business Principles and Management by Shilt, Everard & Johns p. 201

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		In school store situation have students plan equipment needs. Use equipment catalogs and other related materials.	Retailing: Principles and Practices by Richert, Meyer Haines & Harris p. 293
		Have working students write a report on equipment they have in their stores. Evaluate how well the equipment is doing the job.	
c. Knowledge of layout to provide for appropriate and adequate space for work areas and merchandise.	Analyze a store layout to determine appropriateness and adequacy of work areas and space for merchandise.	Do MGT. LAP 25 Comp. 625 Do MGT. LAP 26 Comp. 626	
		Have students draw layouts of various retail stores. Have class discussion of strengths and weaknesses of the layouts.	Retail Merchandising by Wingate & Samson p. 94
		Do problem 1 p. 297 Retailing: Principles and Practices.	Retailing: Principles and Practices by Richert, Meyer, Haines & Harris p. 290
		Have students visit local retail stores of same type. Measure selling space and non-selling space. Write report of results and make conclusions about the selling and non-selling spaces of certain types of retail stores	Business Principles and Management by Shilt, Everard & Johns p. 201
d. Knowledge of efficient flow of customer traffic plans.	Analyze a store layout to determine the efficiency of customer traffic planning.	Class discussion of factors affecting efficient customer traffic flow.	Business Principles and Management by Shilt, Everard & Johns p. 203

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have students select a retail store in your community which provides for best flow of customer traffic. Give an oral report explaining why flow is so good.	Retailing: Principles and Practices by Richert, Meyer Haines & Harris p. 296
		Provide students with a store layout. Have them analyze the efficiency of customer traffic flow.	Retail Merchandising by Wingate & Samson p. 95
e. Skill in planning policies and procedures related to customer services	Identify typical types of customer service policies and procedures.	Do MGT. LAP 27 Comp. 787	
		Survey local retailers to determine their customer service policies and procedures. Compare stores by type, size, perceived success. Write a report.	Business Principles and Management by Shilt, Everard & Johns p. 144
		Have panel of local retailers discuss their customer service policies and procedures.	Retailing: Principles and Practices by Richert, Meyer Haines and Harris p. 505
		Have working students discuss their customer services and why they believe they are provided.	
6. Planning and Controlling for Liability Factors			
a. Knowledge of procedures for adherance to safety measures and accident prevention, especially as stated in OSHA.	Identify in a retail store the procedures and measures taken to adhere to safety measures and OSHA regulations.	Have OSHA inspector discuss with class the law how it applies to retailers.	Business Principles and Management by Shilt, Everard & Johns p. 545

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have working students determine what their store has done to meet OSHA standards.	Modern Business Management by Hicks & Gullett p. 417
		In school store situation have students inspect for OSHA violations.	Retail Merchandising by Wingate & Samson p. 570
		Visit local retail stores and have students identify areas where OSHA standards apply. Write a report to summarize findings.	Retailing: Principles and Practices by Richert, Meyer Haines & Harris p. 510
b. Knowledge of insurance needs for fire, liability, theft, etc.	Describe the insurance needs of a retail store.	Have local insurance agent discuss with class the insurance needs of retailers.	Business Principles and Management by Shilt, Everard & Johns p. 357
		Play "Hollywood" Squares" with insurance terminology.	Marketing and Distribution by Mason, Rath and Ross p. 482
		In school store situation have students investigate the types of insurance appropriate.	
		Have students select a retail store they like and investigate insurance appropriate for the store. Write a report.	
7. Managing Financial Functions			
a. Knowledge of administration of overall budget.	Explain how an overall budget is administered in a retail operation.	Do MGT. LAP 22 Comp. 616 Do MGT. LAP 21 Comp. 653	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have retail manager discuss with class administration of overall budget.	Business Principles and Management pp. 450-456
		Have student describe how they administer their personal budgets. Have them apply this to a retail store situation.	Retailing: Principles and Practices, pp. 423-424
		In school store situation discuss procedures for preparing and administering an overall budget.	Modern Business Management by Hicks & Gullett p. 281
b. Skill in administrating budget with actual budget.	Discuss procedures for administering projected budget with actual budget.	Have retail manager discuss administrative procedures with class.	Modern Business Management by Hicks & Gullett p. 281
		Have class discussion of administering budgets.	Business Principles and Management p. 456
		Have students write a report on the steps involved in administering budgets.	
c. Knowledge of procedures to analyze projected budget with the actual budget.	Identify the procedures necessary to analyze projected budget with actual budget.	Do OPER. LAP 15 Comp. 617	
		Have class discussion of analysis procedures.	
		Develop a projected budget and an actual budget. Then in a case-like situation conduct the analysis. Write up results of the analysis.	
d. Knowledge of how to interpret financial reports and records.	Interpret a financial report.	Do problems 1 and 2 p. 425 Retailing: Principles and Practices	Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris p. 423

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Do "Improving Decision-Making Skills" 1 p. 501 Retail Merchandising.	Retail Merchandising p. 493-502
		Do "Problems and Projects" pp. 465-466 Business Principles and Management.	Business Principles and Management pp. 457-467
		Obtain various financial statements. Have students practice analyzing and interpreting them. Write report.	
8. Managing Administration Functions			
a. Knowledge of the administration of wage, salary, and incentive plans.	Explain the administration of wage, salary, and incentive plans.	Class discussion of the wage, salary, and incentive plans that a retail manager is responsible.	Business Principles and Management by Shilt, Everard & Johns p. 533
		Have local retailer discuss topic with class.	Modern Business Management by Hicks & Gullett p. 378
		Survey local retailers to determine how they administer wage, salary and incentive plans.	
b. Knowledge of the responsibility for compliance with laws regarding taxes and payroll.	Describe the laws that employers must comply with regarding taxes and payroll.	Have class discuss payroll taxes.	Business Principles and Management by Shilt, Everard & Johns p. 533
		Have working students report on the taxes deducted from their paychecks and explain employer responsibility.	Modern Business Management by Hicks & Gullett p. 378
		Do "Problems and Projects" p. 552 Business Principles and Management.	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
c. Knowledge of legal matters such as negotiating rental or leasing contracts franchise agreements, ordinance compliance, etc.	Identify other legal matters that a retail manager must be knowledged about.	Have a lawyer representing retail clients discuss the legal matters typical to retailing.	Copies of rent contracts, franchise agreements, etc. would be appropriate.
		Have debate on topic "Resolved Knowledge of Legal Matter is Unimportant to Retailer"	
		Obtain copies of forms like a rent contract or lease and discuss contents in class.	
d. Skill in managing credit policies and procedures.	Discuss the steps involved with managing credit policies and procedures.	Do OPER. LAP 17 Compts. 736, 735, and 683.	
		Do OPER. LAP 18 Compts. 739, 679, 685, 689 .	
		Do OPER. LAP 19 Compts. 686, 688, 680, 738.	
		Do OPER. LAP 20 Compts. 687, 681, 684, 682	
		Do OPER. LAP 21 Comp. 737	
		Survey local businesses to determine their credit policies and procedures. Write a report.	Marketing and Distribution by Mason, Rath and Ross p. 438
		In school store situation develop a limited credit plan and the procedures for administering it.	Business Principles and Management by Shilt, Everard & Johns p. 381
		Write a series of collection letters. (See LAP 20)	

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Obtain various charge account applications from local retailers. Discuss the information included. Develop your own application form.	*Retailing: Principles and Practices* by Richert, Meyer, Haines and Harris p. 265
		Fill out application forms for fictious people. Set up approval commitees. Have them review the applications and make decision to approve or reject.	*Customer Services* by Leroy M. Buckner OM/PM #9 p. 15 *Retail Merchandising* pp. 156-163
9. Using Memberships in Organizations			
a. Skill in maintaining relations with employee organizations such as trade and professional unions.	Describe the role of a retail manager in maintaining relations with employee organizations.	Play "Hollywood Squares" with labor-management terminology p. 567 in *Business Principles and Management*.	*Business Principles and Management*, Chapter 27
		Have class discussion concerning types of employee organizations.	*Modern Business Management* by Hicks & Gullett p. 397
		Have representation of a union discuss their pros and cons.	
		Survey local retailers to see how many store employee are union members and what unions they belong to.	
b. Knowledge of promoting firm through participation in professional and civic organizations.	Identify professional and civic organizations that a retail manager could participate in to promote firm.	Make a list of professional and civic organizations that a retailer could participate in.	Literature from local professional and civic organizations.

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCES
		Have representatives of local organizations discuss their goals, membership, etc. Have students attend a meeting(s) of an organization. Write a report. Have students write a report on the organizations they would join as a retailer.	

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